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Montana School Accreditation

Standards and Procedures Manual

Resource Center
Office of Public Instruction
Helena, MT.

Board of Public Education
2500 Broadway

OFFICE OF PUBLIC INSTRUCTION

Nancy Keenan, Superintendent
State Capitol
Helena, Montana 59620

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This manual is the second printing of the accreditation standards which are the result of a two-year public study made possible by the 50th Legislature. These accreditation standards represent a move toward standards which are qualitative as well as quantitative.

The Montana Board of Public Education is responsible for establishing and maintaining accreditation standards for all public schools in Montana. The standards determine eligibility for state equalization aid; guarantee students the benefits of attendance in accredited schools and provide a basis for transfer; and establish the foundation for a basic system of quality education for all Montana children, regardless of where they live.

The standards are minimums that allow, and in fact empower, local school districts to define and organize their curricula and to go beyond the basic instructional programs to meet the unique educational needs of their students.

The State Superintendent and the Board of Public Education agree that basic academic requirements form a solid foundation for each school's education program and are committed to the process of locally developing goals, curricula, and supportive resources by which schools will be able to meet or exceed the standards.

In addition to being an approval system, the standards are a "living document" that undergoes continuous evaluation and modification for greater school effectiveness. All school leaders share a commitment to instructional excellence, an environment of professionalism, and high expectations for themselves, staff, and students. If you have any comments, suggestions or ideas on how to improve the standards or the accreditation process, you are invited to share them with us.

The standards are published in the Administrative Rules of Montana, Title 10, Chapter 55, as well as in this loose-leaf notebook format. In addition to the standards themselves, this manual contains useful procedures, sample policies and forms. New sections will be added to the manual from time to time. Changes, when made, will be distributed to the educational community in a form compatible with this notebook.

John Kinna
Chairperson
Board of Public Education

Nancy Keenan
Superintendent
Office of Public Instruction

Rev. 8/93

BOARD OF PUBLIC EDUCATION

Standards for School Accreditation as per 20-7-101 MCA: (1) Standards of accreditation for all schools shall be adopted by the board of public education upon the recommendations of the superintendent of public instruction.

BOARD OF PUBLIC EDUCATION

Ex Officio Members

Governor Marc Racicot
Superintendent of Public Instruction Nancy Keenan
Acting Commissioner of Higher Education Dr. Jeffrey Baker

Appointed Members

Barbara Keim, Billings.....Term expires February 1, 2000
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Anita Johnson, Lewistown .....Term expires February 1, 1995
Tom Thompson, Browning.....Term expires February 1, 1994

Student Representative

Kimberly More .....Term expires June 30, 1994

Executive Secretary

Wayne Buchanan, Ed.D.

Italicized statements are not part of the formal rules but are noted in the accreditation manual as descriptive items only.

MONTANA SCHOOL ACCREDITATION STANDARDS AND PROCEDURES

From its earliest days as a state, Montana has set standards for its schools. Although the standards have changed throughout the state's first century, they have always reflected the efforts of many Montanans who care about improving education and ensuring the intellectual development and well-being of their most vital resource, their children.

In 1987-88, the state board of public education undertook Project Excellence: Designing Education for the Next Century, a comprehensive review of the state accreditation standards. The result is a set of model educational goals and measures that reflect the thinking of Montana's diverse citizens, who carefully considered what should be the instructional component of the state's basic system of quality elementary and secondary schools.

The process of developing accreditation standards is dynamic and is never "finished." These standards will be reviewed regularly and modified when they become obsolete, are impractical, are ambiguous or unclear, or when they are not reflective of sound educational practice.

The new accreditation standards represent a significant shift of emphasis from only quantitative accreditation to a combination of quantitative and process-based accreditation. The purpose of this change is to make local schools and districts more accountable to the people they serve and at the same time give the schools greater flexibility in how they use time, people, resources, and facilities to develop, implement, and assess their own curriculum within the framework of common student goals and expectations for the school environment.

The concepts of equal opportunity and an increased focus on individual learning needs are at the core of the accreditation standards. The standards also recognize that school leadership and the school's physical and instructional climate contribute positively to students' attitudes and learning.

Finally, the new accreditation system affords the benefit of a built-in mechanism for school improvement statewide. The standards are an approval system that spurs continuous program evaluation and modification for greater school effectiveness. In essence, each school assesses itself, in accordance with the standards, and identifies areas of accomplishment and needed improvement. In this way, Montanans are assured that their schools constantly strive for high performance at all levels of instruction.

CHAPTER 55
STANDARDS OF ACCREDITATION
Sub-Chapter 6
General Provisions

The state board of public education is responsible for establishing and maintaining standards for all public schools in Montana. The standards guarantee students the benefits of attendance in accredited schools and provide a basis for transfer. The accreditation standards are reviewed regularly and published annually.

RULE 10.55.601 ACCREDITATION STANDARDS: PROCEDURES (1) The board of public education adopts standards of accreditation on the recommendation of the state superintendent of public instruction.

(2) The board and the office of public instruction establish procedures and schedules for reviewing the accreditation status of each school annually.

(3) Effective July 1,1989, schools are required to maintain present programs that meet current standards until such standards are superseded. In addition, schools are expected to maintain current programs that conform to standards which have been adopted but have a delayed effective date.

(4) (a) Effective on January 1, 1992, schools unable, for financial reasons, to meet the requirements of ARM 10.55.705 (1)(d), 10.55.712 (2)(a) or 10.55.904 (4)(h) may file an initial notice of deferral with the office of public instruction.

(b) Effective January 1, 1994, schools unable, for financial reasons, to meet the requirements of ARM 10.55.709(2), 10.55.710(2), 10.55.902(5)(j) or 10.55.903(2)(i) may file an initial notice of defferral with the office of public instruction.

(c) The notice of deferral must be filed on a form provided by the office of public instruction and approved by the board of public education.

(d) The notice of deferral must contain the following information:

(i) the standard(s) to be deferred;

(ii) a statement as to why the standard(s) cannot be met and the efforts made by the school to meet the standard(s);

(iii) the school's plan to meet the standard(s) in the future;

(iv) a breakdown of the specific costs associated with the standard(s) to be deferred and the assumptions used to derive these costs.

(e) The notice of deferral must be signed by the chairman of the school board and in districts with superintendents, the superintendent.

(f) Upon the initial filing of a notice of deferral, the standard(s) will be deferred for two school years. If a school files a subsequent notice of deferral on a standard(s) already subject to a deferral, the office of public instruction will review the notice and recommend to the board of public education whether an additional two-year deferral should be granted.

RULE 10.55.602 DEFINITIONS (1) For the purposes of this chapter, the following terms apply:

(a) "Building administrator" means a person who is a part of the school's administrative or supervisory staff and who holds a class 3 certificate and is appropriately endorsed.

(b) "Combined school district" means an elementary district and a high school district which are combined for district administration purposes. Most town school districts in Montana would fit this category, i.e. Helena, Hamilton, Whitehall.

(c) "Deviation" means a citation of noncompliance with any given standard.

(d) "Distance learning" means instruction which takes place when the learner is distant from the instructor and/or instructional materials.

(e) "Effective schooling practices" refers to that body of knowledge known as "Effective School Practices" and generally means schooling practices which include a clearly defined curriculum; focused classroom instruction and management; firm, consistent discipline; close monitoring of student performance and strong instructional leadership.

(f) "Facilitator" means a person, on-site, either certified or noncertified, who assists students in receiving distance learning instruction.

(g) "Independent elementary school district" means a district organized for the purpose of providing public education for all or any combination of grades kindergarten through 8.

(h) "Learner Goals," as developed by the local school board, community, and educators and provided to the office of public instruction, are the attitudes, concepts, skills, and knowledge which students are given the opportunity to acquire during their K-12 schooling. They are to be developed progressively through three checkpoints:

(i) completion of the primary level (typically, at the end of grade 3);
(ii) completion of the intermediate level (typically, at the end of grade 8);
(iii) upon graduation (typically, the completion of grade 12),

Program areas designated by the board of public education in the accreditation standards will have locally developed learner goals which shall use as a model the learner goals as approved by the board and provided by the office of public instruction. The learner goals, as approved by the board, are contained in the July 1992, Montana School Accreditation Manual, and are hereby adopted by reference and incorporated in this rule. A copy may be obtained from the office of public instruction.

(i) "Assessment" means local assessment used to monitor and measure the effectiveness of the instructional program.

RULE 10.55.603 CURRICULUM DEVELOPMENT AND ASSESSMENT (1) Local school districts are responsible for incorporating all required learner goals into their curriculum, defining and organizing the program area learner goals into specific curricula and for extending them to help students meet the challenges of the future, introducing the learner goals when appropriate, implementing them sequentially and developmentally, and building upon previous goals. Student assessment shall be used to examine the program and ensure its effectiveness.

(2) In all program areas and at all levels, the school district shall:

(a) Establish curriculum and assessment development processes as a cooperative effort of personnel certified in the program area and trustees, administrators, other teachers, students, specialists, parents, community and, when appropriate, state resource people.

(b) Develop, in accordance with the schedule in subsection (3), written sequential curricula for each subject area. The curricula shall address learner goals as defined in ARM 10.55.602 and district educational goals.

(c) Construct curriculum to include such parts of education: as content, skills and thinking.

(d) Review curricula at intervals not exceeding five years and modify as needed to meet educational goals.

(e) Establish a curriculum review cycle and timelines for curriculum development and evaluations.

(f) Select materials and resources to include supplies, books, materials and equipment necessary for development and implementation of the curriculum and assessment that are consistent with the goals of the education program. These materials shall be reviewed at least every five years.

(3) By September 15,1991, the school shall begin the curriculum development process in at least one program. School districts will continue to follow their approved plan to align programs until the school year 1999-2000, when all programs must be in alignment with the above curriculum development process. The schools shall submit a plan by the same date to the office of public instruction designating the subject areas to be considered each year and the anticipated completion. Any variation of the plan must be approved by the board of public education.

(4) In all program areas and at all levels, the school district shall:

(a) Assess, in accordance with the schedule in subsection (5), student progress toward achieving learner goals including:

(i) the content and data;
(ii) the accomplishment of appropriate skills;
(iii) the development of critical thinking and reasoning; and
(iv) attitude.

(b) Use assessment results to improve the educational program.

(c) Use effective and appropriate tools for assessing student progress. This may include but is not limited to:

(i) Standardized tests;
(ii) Criterion-referenced tests;
(iii) Teacher-made tests;
(iv) Ongoing classroom evaluation;
(v) Actual communication assessments such as writing, speaking, and listening assessments;
(vi) Samples of student work and/or narrative reports passed from grade to grade;
(vii) Samples of students' creative and/or performance work;
(viii) Surveys of carryover skills to other program areas and outside of school.

(5) Not later than the school year immediately following the completion of a written sequential curricula in a subject area, the school shall begin the development of an assessment process for that subject area. Once begun, the assessment process for that subject area will be in place within two years until the school year 2000-2001, when all programs must be in alignment with the assessment process.

(6) Beginning 7/1/92 schools shall conduct follow-up studies of graduates and students no longer in attendance. The study results shall be considered in curriculum development and shared with staff and school consultants.

RULE 10.55.604 ALTERNATIVE STANDARD (1) A school may apply to the board of public education through the office of public instruction for permission to use an alternative to any standard, section of standards, or the entire set of standards, excluding standards pertaining to law or certification requirements. To do so, the school shall provide the office of public instruction evidence that the opportunity to meet the accreditation standards' learner goals are at the core of its curricula--that is, that the school has put in place curriculum and assessment procedures which give students opportunities to meet the stated goals and which have been the results of the curriculum development process as outlined in the standards. The board of public education may withdraw its permission of the alternative program at any time if experience shows it no longer provides an educationally sound alternative.

(2) Permission to use an approved alternative shall be granted for one year. It is renewable for up to an additional five years without annual approval, if both the school and the board of public education find the one-year pilot to be workable and educationally sound.

(3) The school shall include an update on its alternative program(s) in its annual report to the office of public instruction.

(4) Approval and renewal of an alternative standard shall be done by the board of public education in open meeting, which provides opportunity for public comment on each school's application for use of the alternative standard.

RULE 10.55.605 CATEGORIES OF ACCREDITATION *Schools may be accredited according to four levels of compliance with accreditation standards:* (1) Regular accreditation: The school meets the requirements for regular accreditation. Its program reflects the standards' learner goals. The staff is certified, appropriately assigned, and fully utilized. The school program and resources are adequate. Facilities meet appropriate standards. The school trustees, staff, parents, and community work together to provide a quality education. Regular accreditation is for one year.

(2) Regular accreditation with note of minor deviations: The school meets most of the regular accreditation standards, but there are deviations from the standards that are of a minor nature. Regular accreditation with note of minor deviations will be for one year. If deviations are not corrected, the school may be moved to advice status.

(3) Accreditation with advice status: The school exhibits serious and/or numerous deviations from the standards. The school must submit an improvement plan developed by trustees, administrators, teachers, parents, and the community, to the office of public instruction. If a school is on advice status for two years and continues to have serious and/or numerous deviations, it will move to deficiency status.

(4) Accreditation with deficiency status: The fourth level is for schools that have been on advice status for two years and continue to have serious and/or numerous deviations, or have substantially increased the seriousness of deviations over the previous year. A school that employs a noncertified teacher, that has a facility that creates an unhealthy environment with safety and health hazards, or that provides an inadequate learning environment will be placed on deficiency status. The school administrator and the chair of the board of trustees will submit and/or come before the board of public education with an improvement plan and a systematic procedure for correcting the deviations noted.

(5) Nonaccredited status: If a school is on level four deficiency status and fails to document that it has met its improvement plan, its accreditation may be rescinded.

Sub Chapter 7
School Leadership

RULE 10.55.701 BOARD OF TRUSTEES *Public education in Montana is accomplished by the formation of school districts governed by boards of trustees, who make policy, establish elections, propose levies, and approve expenditures, and who serve at the will of the electorate according to the Montana Constitution, the laws of Montana, and the* Administrative Rules of Montana of *the board of public education and other pertinent state agencies.* (1) The board of trustees shall ensure that the school district complies with all local, state, and federal laws and regulations.

(2) The board of trustees will review the state accreditation standards annually and provide in each school building at least one copy of the standards for staff and public review.

(3) Each school district shall have in writing and available to the staff and public:

(a) A comprehensive philosophy of education;

(b) Goals which reflect the district's philosophy of education;

(c) Sequential curricula for each program area which addresses the learner goals and the district's educational goals; (Eff. 7/1/2000)

(d) Policies establishing student assessment procedures which ensure evaluation of the school's curricula;

These procedures shall specify how and when data are to be collected, analyzed, and reported;

(e) Policies which delineate the responsibilities of the board, superintendent, and personnel employed by the school district. The trustees shall review these policies annually and make them available to employees and the public;

(f) A policy on student, parent, and school employee due process rights;

(g) An equity policy;

(h) A transfer policy for determining the appropriate placement of incoming students;

(i) An academic freedom policy;

(j) A materials selection policy, including a challenge procedure, for all curricular and support materials;

(k) A copyright policy;

(l) A policy that defines the use of school facilities and resources.

(4) The board of trustees shall evaluate the above policies on a regular basis.

(5) The board of trustees shall have valid, written contracts with all regularly employed certified administrative, supervisory, and teaching personnel.

(6) The board of trustees shall have written policies and procedures for regular and periodic evaluation of all regularly employed certified administrative, supervisory, and teaching personnel. The individual evaluated shall have a written copy of the evaluation, the opportunity to respond in writing to the evaluation, and access to his/her files. Personnel files shall be confidential.

(7) The board of trustees shall consider ways to establish conditions that contribute to a positive school climate and morale by encouraging cooperative and harmonious relationships among staff members, students, parents, and community.

(8) To enhance a positive learning environment, the board of trustees should:

(a) Establish a system to keep parents/guardians up to date on students' progress;

(b) Use technology and equipment to facilitate management and instruction.

(9) To ensure continuous education improvement, the district shall conduct a self-evaluation program at least every ten years.

RULE 10.55.702 CERTIFICATION AND DUTIES OF DISTRICT SUPERINTENDENT (1) The district superintendent shall:

(a) Be certified in accordance with state statutes and board of public education rules;

(b) Be responsible for selecting and assigning all school employees and for the administration and supervision of the educational program, subject to the approval of the board of trustees;

(c) Propose district goals and priorities for improvement, subject to the approval of the board of trustees;

(d) Oversee curriculum planning and ensure district continuity in implementation;

(e) Collect and summarize district-wide information, including student performance data.

RULE 10.55.703 CERTIFICATION AND DUTIES OF BUILDING LEVEL ADMINISTRATOR: PRINCIPAL (1) The building administrator shall:

(a) Be certified in accordance with state statutes and board of public education rules;

(b) Have a certificate endorsed at the level assigned as an administrator, except where a district superintendent is serving as both high school and elementary administrator under Rule 10.55.705(1)(a) or (b), where the superintendent may hold either a high school or elementary administrative endorsement;

(c) Consider ways to:

(i) Provide instructional leadership,

(ii) Exercise vision in defining and accomplishing the school's mission,

(iii) Encourage teachers to have high expectations for student achievement,

(iv) Stress the importance of parents' and students' roles in academic success.

(d) Involve staff and others in decision making and in setting, accomplishing, and assessing educational goals;

(e) Carry out the district's policies and procedures;

(f) Be responsible for the effective day-to-day operation of the school, including the management of finances, materials, and human resources.

RULE 10.55.704 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF DISTRICT SUPERINTENDENTS (1) Effective 7/1/92 district superintendents shall be assigned as follows:

(a) A combined elementary-high school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff.

(ii) A full or part-time district superintendent shall be employed for a district with 9-29 FTE certified staff. One

full-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in Rule 10.55.705.1. A superintendent that also serves as principal(s) shall devote full-time to administration and supervision.

(iii) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, or 551 or more students.

(b) A county high school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff.

(ii) A full or part-time district superintendent shall be employed for a district with 9-29 FTE certified staff. One full-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in Rule 10.55.705.1. A superintendent that also serves as principal shall devote full-time to administration and supervision.

(iii) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, or 551 or more students.

(c) An independent elementary school district:

(i) A full or part-time district superintendent shall be employed for a district with fewer than 9 FTE certified staff or the district shall utilize the services of the county superintendent to fulfill the duties of district superintendent as outlined in Rule 10.55.702.

(ii) A full or part-time district superintendent and a full or half-time building administrator as defined in Rule 10.55.705.1 shall be employed for a district with 9-17 FTE certified staff or the district shall utilize the services of the county superintendent to fulfill the duties of district superintendent as outlined in Rule 10.55.702. One full-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in Rule 10.55.705.1. A superintendent that also serves as principal(s) shall devote full-time to administration and supervision.

(iii) A full or part-time district superintendent shall be employed for a district with 18-29 FTE certified staff. One full-time individual may fulfill the positions of district superintendent and half-time building administrator as defined in Rule 10.55.705.1. A superintendent that also serves as half-time principal shall devote full-time to administration and supervision.

(iv) A full-time (1 FTE) district superintendent shall be employed for a district with 30 or more FTE certified staff, or 551 or more students.

(2) A combined elementary-high school district or a county high school district or an independent elementary school district with 100 or more FTE certified staff shall employ a full-time curriculum coordinator to supervise the educational program. The curriculum coordinator must hold a Class 3 administrative certificate.

(3) Any district may seek alternatives to the above requirements including sharing a district superintendent (see "Alternative Standard," ARM 10.55.604). Where a district superintendent is shared, one superintendent may serve all the cooperating districts. If a district superintendent is shared within the requirements of Rule 10.55.704, an alternative standard need not be applied for by the district.

RULE 10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF BUILDING ADMINISTRATORS (1) Beginning 7/1/92 school districts shall employ appropriately endorsed building administrators as follows:

(a) A district superintendent or supervising teacher and county superintendent for schools with less than 9 FTE certified staff.

(b) .5 FTE for schools with 9-17 FTE certified staff.

(c) 1 FTE for schools with 18-29 FTE certified staff or 250-550 students.

(d) 2 FTE for schools with 551-1,050 students. **[Subject to Notice of Deferral]**

(e) 3 FTE for schools with 1,051-1,550 students. **(Previously required 1.5 FTE)**

(f) 4 FTE for schools with 1,551-2,050 students.

(g) 5 FTE for schools with 2,051 or more students.

(2) Beginning 7/1/92 in schools with more than one building administrator, the first administrator shall be appropriately endorsed as principal. The additional administrators shall have administrative endorsement(s) at the appropriate level(s) and in the area(s) that accurately reflect their supervisory responsibilities. For example, a school may assign properly certified and endorsed curriculum coordinators to supervise the appropriate instructional programs.

(3) Beginning 7/1/92 in schools with at least three FTE building administrators who are administratively endorsed, release time of department coordinators or chairpersons may be counted toward additional building administration. Department coordinators or chairpersons counted toward building administration may observe and supervise but shall not formally evaluate classroom instruction.

RULE 10.55.706 TEACHER INVOLVEMENT (1) Teachers shall be involved in curriculum development and student assessment and in the promotion of a school climate that enhances student learning, achievement, and well-being.

RULE 10.55.707 CERTIFICATION (1) All teachers shall hold valid Montana teaching certificates. Administrators who teach also shall hold teaching certificates. All supervisory personnel shall hold appropriate certificates.

(2) An emergency authorization of employment is not a valid certificate; it is granted to a district which, under emergency conditions, cannot secure the services of a certified teacher.

(3) All school psychologists must be certified with a Class 6 specialist certificate.

(4) Study hall supervisors need not be certified.

(5) Instructional aides need not be certified; however, the following supervision is required:

(a) Instructional aides assigned due to classroom size or diversity, must be under direct supervision of a certified teacher. This means that the aide must be responsible to a certified teacher who has the legal authority for instruction and assessment of students. The supervising teacher must be available while the aide is fulfilling his/her responsibilities and must not be simultaneously assigned to another teaching duty or preparation time.

(b) Instructional aides assigned to assist students with special education needs must be under the supervision of the teacher or other professional designated as primarily responsible for instructional planning for the student. The designated professional has the responsibility to provide regularly scheduled communication and direction to the instructional aide and not to delegate any activity to the instructional aide which requires professional skill, knowledge and judgment.

(c) Instructional aides hired to assist students in gaining specialized knowledge not generally available from a properly endorsed teacher shall be supervised by a teacher certified at the proper level. This certified teacher is responsible for instruction and assessment of students and must not be simultaneously assigned to another teaching duty or preparation time.

(6) In accordance with state law, salary shall be withheld from certified staff who have not registered their certificates in the office of the county superintendent after their term of service begins. County superintendents shall receive from the schools a list of district professional staff and their assignments and shall advise school districts of professional staff who do not have current registered certificates.

(7) All certified staff shall file official transcripts of all college work in the office of their chief school administrator. If there is no district superintendent or principal, the county superintendent is the chief school administrator.

(8) All personnel whose qualifications are not outlined in the certification standards must have a license issued by the appropriate state or federal licensing agent or national registry if required by the existing rules and regulations.

(9) All certified staff holding a provisional (Class 5) certificate will file in the office of the chief administrator the plan of intent from the college where they are completing their program.

RULE 10.55.708 TEACHING ASSIGNMENTS (1) Teachers shall be assigned at the levels and in the subjects for which their certificates are endorsed. Exceptions are:

(a) Individuals serving in internship positions approved by the board of public education.

(b) Teachers assigned in grade 5 or 6 or in the departmentalized classroom or middle school, who hold a 5-12 secondary certificate, must be endorsed in the subjects they are teaching. A 5-12 certificate will not cover a grade 5 or 6 assignment in a self-contained classroom;

(c) For a clarification of teaching assignments in departmentalized and secondary settings, see "Montana School Accreditation and Procedures Manual," *See Appendix B,* published July 1992 or the latest edition by the office of public instruction, which is incorporated in this rule by reference.

(2) Certification at the elementary level based on a bachelor's degree entitles the holder to teach in grades K through 8.

(3) No teacher shall have more than 28 clock hours of assigned student responsibility per week except for one- and two-teacher schools.

RULE 10.55.709 LIBRARY/MEDIA SERVICES, K-12 (1) Prior to 7/1/94 in high schools, junior high schools, middle schools and 7th and 8th grades funded at high school rates, the full-time or part-time librarian shall have a teaching certificate with a library endorsement and the library shall be housed in a central location.

(a) In schools of 100 or fewer students, the librarian shall devote a minimum of 1 1/2 hours or 2 periods per day in the library.

(b) In schools of 101 to 300 students, the librarian shall spend a minimum of 3 hours or 3 periods per day in the library.

(c) In junior and senior high schools of 301 to 500 students, the librarian shall spend full time in the library. One

library aide shall be employed for each librarian, or the services of a student librarian or volunteer aide shall be available.

(d) Junior and senior high schools of 501 students shall have a full-time librarian and additional librarians at the following ratio:

Enrollment	Librarian
501 to 1,000	1.5
1,001 to 1,500	2
1,501 to 2,000	2.5
2,001 to 2,500	3

One library aide shall be employed for each librarian, or the services of a student librarian or a volunteer aide shall be available.

(e) Elementary schools with four or more teachers must assign a teacher with a minimum of nine credit hours in professional library training at a ratio of one full-time librarian to 800 students or a minimum of one hour per day, whichever is greater. In school districts employing a certified teacher with a library endorsement, a trained para-professional under the direct supervision of this librarian may be employed to meet this requirement. (Eff. 7/1/89; Repeal 7/1/94)

(2) Beginning 7/1/94 the library shall be housed in a central location, and each school shall have a full-time or part-time certified school library/media specialist with a K-12 library/media endorsement at the ratio as follows:

(a) .5 FTE for schools with 126-250 students;

(b) 1 FTE for schools with 251-500 students;

(c) 1.5 FTE for schools with 501-1,000 students; **[Subject to Notice of Deferral]**

(d) 2 FTE for schools with 1,001-1,500 students;

(e) 2.5 FTE for schools with 1,501-2,000 students;

(f) 3 FTE for schools with 2,001 or more students.

(3) Beginning 7/1/94 schools and/or districts of fewer than 125 students shall employ or contract with a certified, endorsed school library/media specialist, or they shall seek alternative ways to provide library/media services, using certified personnel. For example, they may contract for services or receive services from a regional, certified library/media specialist provided through joint efforts of adjacent districts and/or counties.

(a) Alternative services shall include:

(i) Instruction in library/media skills;

(ii) Administration of a library/media program that meets the district's instructional goals;

(iii) Collection, development and management;

(iv) Reader assistance;

(v) Library/media collection management;

(vi) Inservice in the use of new materials and equipment.

(b) When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives to the office of public instruction and seek approval from the board of public education. (Eff. 7/1/94)

RULE 10.55.710 ASSIGNMENT OF GUIDANCE STAFF (1) Prior to 7/1/94 guidance and counseling staff and/or services shall be provided for elementary students. (Eff. 7/1/89; Repeal 7/1/94)

(2) Beginning 7/1/94, a minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated. (Eff. 7/1/94) **[Subject to Notice of Deferral]**

(3) A minimum equivalent of one full-time counselor for each 400 high school students (including grades 7 and 8 if high school funding is received) shall be provided. The counselor/student ratio shall be prorated.

(4) Schools and/or districts with fewer than 125 students shall employ or contract with a certified, endorsed school guidance specialist, or they shall seek alternative ways to provide guidance services and meet the required guidance program goals, using certified personnel. For example, they may contract for services or receive services from a regional, certified guidance specialist provided through joint efforts of adjacent districts and/or counties.

(a) When a school district uses alternatives to meet this standard, it shall submit a description of the alternatives to the office of public instruction and seek approval from the board of public education.

RULE 10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (1) These standards do not require a minimum class size at any grade level or for any subject offered. One pupil may be considered a class.

(2) Schools wishing to exceed class sizes and/or teacher loads shall seek the approval of the board of public education. In determining those variations the following will be considered:

(a) To allow students to progress at their own rate, schools may consider using nongraded classrooms;

(b) Teacher aides are mandatory when class size or teacher load exceed the standards, unless the teaching methods and the quality of instruction can be shown to nullify the effect of larger class size on student performance.

(c) The use of certified personnel who are endorsed in specialized K-12 areas.

RULE 10.55.712 CLASS SIZE: ELEMENTARY

(1) In single-grade rooms the maximum class size shall be:

(a) No more than 20 students in kindergarten and grades 1 through 2; **[Subject to Notice of Deferral] [Noted in ARM as 10.55.712(2)(a)]**

Previously required:
No more than 24 students in kindergarten;
No more than 26 students in grade 1;
No more than 26 students in grade 2

(b) No more than 28 students in grades 3 and 4; [Noted in ARM as 10.55.712(1)(d)]

(c) No more than 30 students in grades 5 through 8. [Noted in ARM as 10.55.712(1)(e)]

(2) In multigrade classrooms, the maximum class size shall be: [Noted in ARM as 10.55.712(3)]

(a) No more than 20 students in grades K, 1, 2, and 3;

(b) No more than 24 students in 4, 5, and 6;

(c) No more than 26 students in grades 7 and 8.

(3) Multigrade classrooms that cross grade-level boundaries (e.g., 3-4, 6-7) shall use the maximum of the lower grade. [Noted in ARM as 10.55.712(4)]

(4) In one-teacher schools, the maximum class size shall be 18 students. [Noted in ARM as 10.55.712(5)]

RULE 10.55.713 TEACHER LOAD AND CLASS SIZE: HIGH SCHOOL, JUNIOR HIGH, MIDDLE SCHOOL, AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) In addition to the school administrator, the school shall employ a sufficient number of certified FTEs to allow for varying instructional patterns including, but not limited to teaming, core curriculum and departmentalization. Each program offered shall have properly endorsed FTE(s).

(2) Individual class size shall not exceed 30 students.

(a) Class size limits do not apply to instrumental music or choral groups.

(b) Health enhancement and typing classes shall have no more than 30 students. [Noted in ARM as 10.55.713(2)(c)]

(c) Laboratory/studio class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations. [Noted in ARM as 10.55.713(2)(d)]

(3) The number of students assigned a teacher per day shall not exceed 150. [Noted in ARM as 10.55.713(4)]

(a) Study hall, regardless of size, shall be counted at 15 students.

(b) Student limits do not apply to instrumental music or choral groups.

(c) Library, guidance, and study hall duties are assigned student responsibilities. However, in cases where a teacher is assigned full time in these areas, the assignment may be for the entire day.

(4) Teachers with a significant writing program, as determined by the local board of trustees, shall have a maximum load of 100 students. [Noted in ARM as 10.55.713(5)]

RULE 10.55.714 PROFESSIONAL DEVELOPMENT (1) As part of a continuous program for instructional and administrative improvement, each school district shall provide a minimum of three days of professional development annually for each certified employee. A day of professional development is defined as six hours of actual contact time. Professional development time may be divided into no less than two-hour increments to facilitate delivery of professional development programs.

(2) By April 15 of each year, the school district shall formulate a professional development plan which includes:

(a) Goals and objectives appropriate to the professional development needs of teachers, administrators, school trustees, and all other school personnel;

(b) Acceptable activities;

(c) Evaluation methods required for each activity in the plan.

(3) The board of trustees shall establish an advisory committee to develop and evaluate the plan. The committee shall include but not be limited to teachers, administrative personnel, and trustees. A majority of the committee shall be teachers.

(4) The plan shall be on file in the school's administrative office or with the county superintendent. It shall be available to employees and the public.

Sub-Chapter 8
Educational Opportunity

The Montana public school is a positive partnership of school trustees, staff, students, parents, and the community. Its central purpose is the intellectual development of its students.

RULE 10.55.801 SCHOOL CLIMATE (Beginning 7/1/91) (1) The board of trustees shall consider ways to:

(a) Encourage cooperative and harmonious relationships among staff, students, parents, trustees, and community;

(b) Determine whether or not its staff turnover is excessive and, if it is, the reasons why;

(c) Create teaching and learning conditions that meet the district's educational goals and attract and maintain a quality staff;

(d) Develop policies, procedures, and rules that respect the rights of all learners and promote an awareness of and concern for the well-being of others;

(e) Offer programs and services which, in content and presentation, endeavor to be free of stereotyping in terms of age, sex, religion, race, national origin, or handicapping condition;

(f) Provide programs and services that meet the needs of students which the school has identified as at-risk;

(g) Inform students of the school's expectations and of students' rights and responsibilities;

(h) Encourage students to take responsibility for their education, including preparing for and participating in class and school activities, taking full advantage of learning services provided, helping design their educational goals, and conducting themselves respectfully and appropriately;

(i) Encourage the active involvement of parents in their children's education and in their school;

(j) Provide opportunities for parents, educators, and members of the community to take active roles in developing and reviewing educational goals.

(2) In the area of technology, the board of trustees shall consider ways to:

(a) Provide access to current materials and resources in all program areas and at all levels, including a wide range of up-to-date print and nonprint materials and technical resources which support the curriculum and help students meet the challenges of an information-based society;

(b) Integrate current and appropriate technology into each curricular area as a supplemental tool for instruction and for delivering and accessing information. "Technology" includes, but is not limited to, computer systems, databases, electronic and other media resources, and telecommunications;

(c) Keep up to date about computer and other appropriate technology and examine technology in terms of how it can help with educational delivery, while recognizing that computer and other appropriate technology is an assistant to rather than the primary deliverer of education;

(d) Encourage teachers to experiment with new computer and other appropriate technology to help make their teaching more effective and efficient;

(e) When possible, work closely with business and government to keep informed concerning the latest technology.

RULE 10.55.802 OPPORTUNITY AND EDUCATIONAL EQUITY (1) The school district shall not discriminate against any student on the basis of sex, race, marital status, national origin, or handicapping condition in any area of accreditation. This includes programs, facilities, textbooks, curriculum, counseling, library services, and extracurricular activities. It is the purpose of the accreditation standards to guarantee equality of educational opportunity to each person regardless of sex, race, marital status, national origin, or handicapping condition. (Transfer from ARM 10.55.109)

RULE 10.55.803 LEARNER ACCESS (1) Equal opportunity to learn is a primary consideration of all program areas, at all levels. In order to integrate this concept throughout the education program, the board of trustees shall develop and implement processes for assessing the educational needs of its students.

(2) In developing curricula in all program areas, the board of trustees shall consider ways to:

(a) Provide learning experiences matched to students' interests, readiness, and learning style;

(b) Take into account individual and cultural diversity and differences among learners. Cultural and language differences should be viewed as valuable and enriching resources;

(c) Nurture an understanding of the values and contributions of Montana's Native Americans and the unique needs and abilities of Native American students and other minority groups;

(d) Provide learning resources that are culturally inclusive, and current;

(e) Provide opportunities for individual self-direction and decision making;
(f) Provide equal access to learning resources, including technology;
(g) Provide instructional materials which are sequential and compatible with previous and future offerings;
(h) Identify, using the school's own criteria, students who may be at risk, in need of special services, bilingual training or who are otherwise exceptional.

RULE 10.55.804 GIFTED AND TALENTED (1) Beginning 7/1/92 the school shall make an identifiable effort to provide educational services to gifted and talented students, which are commensurate with their needs and foster a positive self-image.
(2) Such services shall be outlined in a comprehensive district plan which includes:
(a) Identification of talent areas and student selection criteria according to a written program philosophy;
(b) A curriculum which reflects student needs;
(c) Teacher preparation;
(d) Criteria for formative and summative evaluation;
(e) Supportive services;
(f) Parent involvement.

RULE 10.55.805 SPECIAL EDUCATION (1) Each school shall comply with all federal and state laws and regulations addressing special education.
(2) Each school shall use the **Montana Special Education Reference Manual** as guidance for administering special education programs.
(3) Each school shall provide structured support and assistance to regular education teachers in identifying and meeting diverse student needs, and shall provide a framework for considering a full range of alternatives for addressing student needs.
(4) Each school shall be responsible for the following:
(a) Handicapped students shall be given opportunities to become confident, dignified, and self-sufficient members of society;
(b) To the maximum extent possible, and when appropriate, handicapped students are educated with nonhandicapped in the district in which they live;
(c) A student shall receive special education only when documentation shows that the student cannot be appropriately educated in the regular program;
(d) A current individualized education program is prepared for each student receiving special education.
(5) Each school district with middle, junior high, 7th and 8th grade budgeted at high school rates or high school(s) shall require the development and use of processes to waive specific learner goals based on individual student needs, performance levels, age, maturity, and assessment of ability. Goals which are viewed as the result of this process must be identified on a student's transcript.
(6) A student who has successfully completed the goals identified on an individualized education program shall be awarded a diploma.

Sub-Chapter 9
Academic Requirements

Basic academic requirements form a solid foundation for each school's education program. Schools shall meet or exceed these requirements through carefully developed curricula and supportive resources.

RULE 10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY (1) An elementary school shall have an education program that gives students the opportunity to meet the learner goals as defined in ARM 10.55.602 at the appropriate levels. (At least one component a year beginning 7/1/91; Eff. 7/1/99)

RULE 10.55.902 BASIC EDUCATION PROGRAM: MIDDLE SCHOOL (1) A middle school, as defined in ARM 10.13.201, differs from a junior high school because middle school philosophy specifically addresses the unique nature of middle school children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to approach instruction and teaching in a variety of ways, to undertake interdisciplinary work, and to plan blocks of course work deriving from the intellectual, social,

emotional, and physical needs of middle school students.

(2) A middle school shall have an education program that gives students the opportunity to meet the learner goals as defined in ARM 10.55.602 in the program areas listed in subsection (5) at the appropriate levels. (At least one component a year beginning 7/1/91; Eff. 7/1/99)

(3) A middle school minimum curriculum shall include the subjects below and maintain them in balance. Critical and creative thinking, career awareness, lifelong learning, and safety will be incorporated in the school program.

(4) Schools using this standard to incorporate flexibility in quest of a quality program shall document the program with curriculum guides, class schedules, and other means to maintain balance among and within the disciplines outlined below. Such documentation shall be reviewed by the office of public instruction and approved by the board of public education. The middle school curriculum must fall within the continuum of skills that are part of the K-12 program in all disciplines.

(5) If the middle school program for grades 7 and 8 is funded at high school rates, the program shall include:

(a) Visual arts: including, but not limited to, art history, art criticism, aesthetic perception, and production;

(b) English language arts: including, but not limited to, literature, language study, reading, writing, listening, speaking, and thinking;

(c) Health enhancement;

(d) Social studies;

(e) Mathematics: including, but not limited to, written and mental computation and problem solving;

(f) Music: including, but not limited to, general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(g) Physical and life sciences;

(h) Vocational/practical arts such as agriculture, business education, home economics, industrial arts, and marketing;

(i) Exploratory courses such as creative writing, dance, drama, photography;

(j) Beginning 7/1/94, in addition, students shall have the opportunity to take a second language. (Eff. 7/1/94)

[Subject to Notice of Deferral]

RULE 10.55.903 BASIC EDUCATION PROGRAM: JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) The basic education program for junior high school and grades 7 and 8 budgeted at high school rates shall have an education program that gives students the opportunity to meet the learner goals as defined in ARM 10.55.602 in the program areas listed in subsection (2) at the appropriate levels. (At least one component a year beginning 7/1/91; Eff. 7/1/99)

(2) Study areas identified as meeting the learner goals include:

(a) English language arts: 1 unit each year in junior high and grades 7-8;

(b) Social studies: 1 unit each year in junior high and grades 7-8;

(c) Mathematics: 1 unit each year in junior high and grades 7-8;

(d) Science: 1 unit each year in junior high and grades 7-8;

(e) Health enhancement: 1/2 unit each year in junior high and grades 7-8;

(f) Visual arts: 1/2 unit each year in junior high and grades 7-8;

(g) Music: 1/2 unit each year in junior high and grades 7-8;

(h) Vocational/practical arts: 1/2 unit each year in junior high and grades 7-8;

(i) Beginning 7/1/94, in addition, students shall have the opportunity to take a second language, 1/2 unit each year in junior high and grades 7-8. (Eff. 7/1/94) **[Subject to Notice of Deferral]**

HIGH SCHOOLS

RULE 10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program for each high school shall be at least 20 units of course work that give students the opportunity to meet the learner goals set forth in the program area standards as defined in ARM 10.55.602. (At least one component a year beginning 7/1/91; Eff. 7/1/99) [Noted in ARM as 10.55.904(3)]

(2) Study areas shall include at least the following: [Noted in ARM as 10.55.904(4)]

(a) 4 units of English language arts;

(b) 3 units of mathematics;

(c) 3 units of science;

(d) 3 units of social studies;

(e) 2 units of vocational/practical arts;

(f) 2 units of fine arts;
(g) 1 unit of health enhancement;
(h) 2 units of second language.

[Subject to Notice of Deferral]
Noted in ARM 10.55.904(4)(h)
(Previously required 1 unit)

RULE 10.55.905 GRADUATION REQUIREMENTS (1) As a minimum, a school district's requirements for graduation shall include a total of 20 units of study that meet the required learner goals.

(2) In order to meet the learner goals as defined in ARM 10.55.602, the following 13 units shall be part of the 20 units required for all students to graduate:

(a) 4 units of English language arts;
(b) 2 units of mathematics;
(c) 2 units of social studies;
(d) 2 units of science;
(e) 1 unit of health enhancement, with 1/2 unit each year for two years;
(f) 1 unit of fine arts;
(g) 1 unit of vocational/practical arts.

(3) Units of credit earned in any Montana high school accredited by the board of public education shall be accepted by all Montana high schools.

(4) In accordance with the policies of the local board of trustees, students may be graduated from high school with less than four years enrollment.

RULE 10.55.906 CREDIT: HIGH SCHOOL, JUNIOR HIGH AND GRADES 7 AND 8 BUDGETED AT HIGH SCHOOL RATES (1) General credits:

(a) A high school shall require a minimum of 20 units of credit for graduation, including ninth grade units. A unit of credit shall be given for satisfactory completion of a full-unit course.

(b) A unit of credit is defined as the equivalent of at least 225 minutes per week for one year.

(c) Passage of time between classes may be counted toward the standard school day but shall not be counted toward class time.

(2) Fractional credit may be given to:

(a) A student who is unable to attend class for the required amount of time may be given fractional credit for partial completion of a course, with the local administrator's permission.

(3) Credit Waiver

(a) Each governing authority may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

(4) Alternative credit may be given:

(a) With the permission of the school district trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the learner goals stated in the education program. Examples of possible acceptable course work include accredited correspondence and extension courses, adult education, summer school, work study, specially designed courses and challenges to current courses. Any acceptable program must be consistent with local board policy.

(b) Any Montana high school shall accept such units of credit taken with the approval of the accredited Montana high school in which the student was then enrolled and which appear on the student's official transcript.

RULE 10.55.907 DISTANCE LEARNING (1) Distance learning may be used as part of the instructional program. To use distance learning programs local school districts shall apply for an alternative to the standard by:

(a) Documenting in writing the need for the course;
(b) Describing how the course instruction will be delivered and will meet learner goals;
(c) Showing that the distance learning classroom environment meets health and safety standards and provides effective access of students to instruction;
(d) Validating that the teachers of distance learning courses are certified and appropriately endorsed in Montana, eligible for certification in the sending state or certifiable in their resident state and have experience in delivering instruction via distance learning. If the teacher of a distance learning course cannot meet any of the above certification criteria, then the facilitator in the receiving classroom must be certified at the appropriate level, but not necessarily endorsed in the area of assignment;

(e) Verifying that local facilitators, who assist students in receiving the instruction on site, have adequate pre-service training and local supervision;

(f) Showing how the effectiveness of the course, teacher and facilitator will be assessed and recorded;

(g) Describing in writing why the course is not taught using on-site classroom instruction.

Sub-Chapter 10
Learner Goals

SCHOOL PROGRAM
PROGRAM AREA STANDARDS

Much of the accreditation process is based on a school's ability to meet the fundamental learner goals set forth in the Program Area Standards that follow. The standards are minimums and not the only goals a school should set for its students.

The Program Area Standards give guidance in identifying subject matter and degrees of sophistication to be emphasized at each level of the education program.

For organizational purposes, the Program Area Standards are outlined by learner areas. They do not intend to specify course titles unless noted otherwise.

RULE 10.55.1001 DISTRICT'S RESPONSIBILITIES FOR PROGRAM AREA STANDARDS (1) It is the school district's task to:

(a) Incorporate all required learner goals, as defined in ARM 10.55.602, into its curriculum;

(b) Introduce the learner goals when appropriate, implement them sequentially and developmentally, and build upon previous goals. (At least one component a year, beginning 7/1/91; Eff. 7/1/99.)

RULE 10.55.1002 CROSS-CONTENT AND THINKING SKILLS

All disciplines in the education program are interdependent and empowered by the application of creative and critical thinking skills. Subjects cannot be taught in isolation; they do, in fact, overlap and find their greatest value when they are part of an integrated program of knowledge, skills, and opportunities that challenge students. To this end:

(1) Recognizing that the interdependence of skills and content is essential to an effective education program, the school district shall consider ways to develop curricula that integrate program area skills across curricular content and that give students opportunities to use these skills in meaningful contexts that relate to the world around them.

(2) The school district shall develop curricula at all grade levels and in all program areas that encourage students to understand and apply thinking and problem-solving skills. The curricula shall allow students to:

(a) Identify and define a problem;

(b) Learn methods of gathering, analyzing, and presenting information;

(c) Practice logical, creative, and innovative thinking and problem-solving skills in a variety of situations;

(d) Apply the skills of decision making and reasoning. (At least one component a year, beginning 7/1/91; Eff. 7/1/99.)

The specific program areas address thinking skills in greater detail. Schools are encouraged to use these sections to guide total curricular development.

Sub-Chapter 11
Communication Arts: Program

Language is at the core of successful schooling and living. Through language, humans learn beyond their own direct experiences; through their skills, concepts, and experiences in the communication arts, students become educated not merely in "English," but in all subject areas. Thus, effective communication arts programs have a very high priority in the curricula of Montana schools.

The education program in Communication Arts encompasses the study of languages and literatures, the development of reading, writing, listening, and speaking skills, effective media use, and the nurturing of creative,

logical, and critical thinking.

RULE 10.55.1101 COMMUNICATION ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a school's communication arts program shall:

(a) Be literature-based and include a wide variety of fiction and nonfiction, representing diverse cultures of Montana, the United States, and the world;

(b) Create a "whole language" environment that integrates communication skills in all subject areas and that gives students extensive opportunities to use these skills in meaningful contexts;

(c) Encourage reading as a search for information, meaning, and pleasure. The program will provide literature of high quality, which is enriching for every age and ability level;

(d) Include a writing program that emphasizes process and focuses on the communication of ideas;

(e) Include an oral language program that involves students in a variety of speaking, listening, and viewing activities;

(f) Give students opportunities to pursue their special gifts and interests through co-curricular offerings such as drama, speech, debate, journalism, literary publications, and humanities;

(g) Provide programs that enable students to use their communication arts skills in the community and in the world.

(h) Take advantage of the offerings of special groups in education, business, and industry;

(i) Be accomplished by activities such as creative drama, cooperative learning, small-group discussion, whole-language experience, and cross-content projects;

(j) Use the language of students with limited English proficiency to develop more diverse English language skills.

Sub-Chapter 12
Fine Arts: Program

The Fine Arts provide a means of expression and communication that goes beyond speaking and writing. The Fine Arts are our most illuminating and universal form of language; through them we transmit to our children our cultural heritage and humanity.

The Fine Arts dynamically cultivate all of the senses, emotions, and intelligences. They are the means by which students develop literacy in the symbol systems fundamental to higher order and critical thinking. And, they constitute a dimension of learning which extends and fulfills human experience unlike that of any other discipline.

The Fine Arts are not complete until understandings are found between and among the arts and they are integrated with other Program Areas.

RULE 10.55.1201 FINE ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A basic program in fine arts includes:

(a) Visual arts (drawing, painting, printmaking, photography, film, electronic media, sculpture, two- and three-dimensional construction, applied design, and kinetic and performance art);

(b) Performing arts, including music (choral music, instrumental music, and music appreciation); theater (drama, play production); and creative movement;

(c) Literary arts (poetry, prose, drama);

(d) Instruction that incorporates fine arts' history, criticism, production, performance, and aesthetics.

Sub-Chapter 13
Health Enhancement: Program

Health Enhancement teaches children the importance of achieving and maintaining a healthy lifestyle. It helps them actively protect, maintain, and improve their health and sensitizes them to society's critical health issues.

The Health Enhancement program is a comprehensive program that combines the disciplines of health and physical education. The present separation of these two critical elements is not in the best interests of our children. Healthy, well-nourished children learn better. A healthy state transcends the physical and includes mental, social, physical, and intellectual dimensions of self. Quality of life, health care, and the containment of health care costs will be major issues for all Montanans in the next century. By sensitizing our children to health care issues and establishing

and encouraging health behaviors that can be maintained throughout life, we can positively influence Montana's future.

RULE 10.55.1301 HEALTH ENHANCEMENT PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general, a basic health enhancement program shall:

(a) Integrate lifestyle management throughout the curriculum;
(b) Focus on the total self and the development of responsibility, values, attitudes, and behaviors;
(c) Give students decision-making tools for personal health;
(d) Address intellectual, social, emotional, and physical dimensions of healthy lifestyles.

RULE 10.55.1302 HEALTH ENHANCEMENT PARTICIPATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Each student shall participate in a health enhancement program which is based on age, ability, and aptitude.

Sub-Chapter 14
Mathematics: Program

Mathematics gives students the skills necessary to solve problems, to reason inductively and deductively, and to apply the numerical and spatial concepts necessary to function according to their needs in a technological society.

Priorities for basic mathematical skills include more than computation. A technological society requires daily use of skills such as estimating, problem solving, organizing and interpreting data, measuring, predicting, and applying mathematics to everyday situations.

Mathematics is a dynamic, growing, and changing discipline whose cross-curricular significance requires its integration into all academic areas. An effective curriculum is responsive to recent developments in mathematical knowledge, the needs of an information society, the availability of technology such as computers and calculators, and includes relevant applications of mathematics.

RULE 10.55.1401 MATHEMATICS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In a basic mathematics program, students:

(a) Become mathematical problem solvers;
(b) Learn to communicate mathematically;
(c) Learn to reason mathematically;
(d) Learn to value mathematics;
(e) Become confident in their ability to do mathematics;
(f) Select and use appropriate technology to solve problems and acquire new knowledge.

Sub-Chapter 15
Science: Program

Science is a creative process used to investigate natural phenomena, resulting in the formation of theories verified by directed observations. These theories are challengeable and changeable. Data used to support or contradict them must be reproducible.

Although science as a body of knowledge is ever changing, the processes of science are constant. In scientific procedure, a problem is identified, pertinent data is gathered, hypothesis is formulated, experiments are performed, the results are interpreted, and conclusions are drawn.

Science education strengthens students' basic investigative skills and fosters their understandings of and interest in the world. They acquire and apply critical thinking and problem-solving skills and information critical to survival in a technological society.

RULE 10.55.1501 SCIENCE PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A basic program in science gives students the opportunity to:

(a) Use scientific processes and communicate how they are used to develop scientific knowledge;
(b) Develop the use of science skills to enhance his/her ability to think logically, critically, and creatively;
(c) Recognize that scientific knowledge is continually subject to review, verification, and revision;
(d) Gather reliable information in all areas of the sciences, using chemicals, laboratory equipment and hands-on activities safely and appropriately;

(e) Show competence in measurement and mathematics;
(f) Gain and convey information through oral, written, and graphic communication;
(g) Recognize the character of independent and dependent variables;
(h) Understand the core concepts of current scientific knowledge and use them in problem solving and decision making;
(i) Identify problems of individual or social importance and select and apply appropriate scientific techniques to investigate these problems;
(j) Understand the interactions of science, technology, and society;
(k) Explore the use of science-related skills effectively in careers, leisure activities, and lifelong learning.

Sub-Chapter 16
Social Studies: Program

Social studies draws on the social sciences (economics, history, political science, geography, sociology, anthropology, psychology) and the humanities (theory, literature, the arts, and philosophy). The social studies cover United States studies, global studies and the social science disciplines.

RULE 10.55.1601 SOCIAL STUDIES PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001)
(1) A basic program in social studies gives the student an opportunity to:
(a) Participate in meaningful first-hand and hands-on learning activities that draw on experiences in the home, school, neighborhood, and the world;
(b) Participate in committee work, role playing, creative drama, classroom discussion, and interviews;
(c) Develop research skills, which may include the gathering and recording of information from a variety of sources such as films, pictures, oral and written literature, music, and field trips;
(d) Develop citizenship skills through sharing, acceptance of responsibility, cooperative learning, compromising, conflict resolution, and decision making;
(e) Enhance his/her communication skills through drawing, acting, reading, writing, listening, and speaking.
(f) Use topics that engage his/her interests and extend personal context for learning to a global realm. Learning activities are varied and involve the student intellectually, socially, and physically;
(g) Nurture an understanding of the contemporary and historical traditions and values of Native American cultures and other minority cultures of significance to Montana and to society.

Sub-Chapter 17
Vocational/Practical Arts: Program

The Vocational/Practical Arts is a program of articulated, well-planned, coordinated, and sequential experiences that prepare students for successful participation in community, home, life, postsecondary education, and work.

The Vocational/Practical Arts include Agriculture, Business and Office Education, Home Economics and Wage Earning Home Economics, Industrial Arts and Technology, Marketing, Trades and Industry, and Traffic Education.

Vocational/Practical Arts serve students who want, need, and/or benefit from foundations for career planning; communication and computation skills and technical literacy; personal skills and attitudes; broad and specific occupational skills and knowledge; and employment skills, including self-employment.

RULE 10.55.1701 VOCATIONAL/PRACTICAL ARTS PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In general a basic program in vocational/practical arts shall:
(a) Be an integral part of the education program and a complement to the academic program;
(b) Motivate students, provide exploratory experiences, and increase career planning and employment skills;
(c) Be a cooperative effort of business, industry, and schools, contributing to Montana's economic development;
(2) The program shall give students the opportunity to:
(a) Develop their vocational aptitudes to the highest level possible in order to promote success in their postsecondary living experience;
(b) Increase their abilities to function successfully in home, social, and consumer environment;
(c) Develop student leadership skills through curricular and vocational organization activities that encourage

active interest in the community and in the value of good citizenship;

(d) Learn to use leisure time in a worthwhile manner;

(e) Become motivated to master academic skills and demonstrate the practical application of those skills in a working and living environment;

(f) Apply critical thinking, decision making, and problem-solving skills to vocational education and occupations;

(g) Develop positive attitudes toward work, respect for quality workmanship, and effective interpersonal skills;

(h) Develop an understanding of safe, efficient, and courteous highway use as a passenger, pedestrian, cyclist, or motor vehicle operator.

Sub-Chapter 18
Library/Media: Program

The pleasure of reading, viewing, and listening, and the ability to use and manage information are essential for students to function in a global community.

RULE 10.55.1801 LIBRARY/MEDIA PROGRAM (In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) Library/media services bring together the resources and technology that enable a student to:

(a) Read for the sake of enjoyment and enrichment;

(b) Read, listen, and view critically;

(c) Learn effective ways to find information and material to meet his/her unique needs;

(d) Organize, analyze, and interpret information;

(e) Integrate information across content areas;

(f) Reach conclusions;

(g) Become a lifelong learner;

(2) To help students achieve learner goals, the library/media program shall:

(a) Teach library/media skills in sequence and in the context of the K-12 curriculum;

(b) Support and enrich all areas of the school program;

(c) Integrate library/media instruction across content areas;

(d) Involve students in literature and reading, with the opportunity to be advised about reading in an unstructured, informal setting;

(e) Encourage a love of reading and an appreciation of literature;

(f) Give students the opportunity to identify and meet personal information needs.

Sub-Chapter 19
Guidance: Program

Students of all ages must make many choices that affect their lives, now and in the future. Comprehensive guidance programs are a way to serve the divergent and changing needs of students.

The student is the focus and purpose of a K-12 guidance program, and all students should benefit from it. Through all levels and in all areas, students shall continue to build upon previous learner goals. Also, because citizenship skills are important to personal and social development, see "Social Studies" program standards.

RULE 10.55.1901 DEFINITION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Guidance counseling is the specific educational service that helps individual students develop their personal, social, educational, and career/life planning skills.

Sub-Chapter 20
School Facilities and Records

RULE 10.55.2001 SCHOOL FACILITIES (1) School facilities shall be constructed, maintained, and supervised in accordance with all applicable local, state, and national codes, regulations, and laws. *See Appendix C.*

(2) School facilities shall be of sufficient size and arrangement to meet all programs' educational goals.

(3) The board of trustees shall provide for educational facilities which are pleasant and reasonably safe for

the conduct of the educational and extracurricular activities of students, and which will meet federal accessibility standards.

(4) The school shall provide the necessary equipment for emergency nursing care and first aid.

(5) When the board of trustees considers major remodeling or building a facility, it shall seek facility expertise in all affected program areas as well as comments from faculty, students, and community.

(6) The board of trustees shall have in writing a policy that defines the use of school facilities and resources.

RULE 10.55.2002 STUDENT RECORDS (1) Each school shall keep a permanent file of students' records, which shall include the name and address of the student, his/her parent or guardian, birth date, academic work completed, level of achievement (grades, standardized achievement tests), immunization records as per 20-5-406 MCA, and attendance data.

(2) Student records shall be kept in a fire resistant file or vault in the school building or, for rural schools, in the county superintendent's office. The board of trustees shall establish policies and procedures for the use and transfer of student records, which are in compliance with state and federal laws governing individual privacy.

(3) All inactive permanent records from a school that closes shall be sent to the county superintendent or the appropriate county official.

RULE 10.55.2003 SPECIAL EDUCATION RECORDS (1) A separate records file shall be maintained for each student receiving special education and/or related services. As a minimum, each record will contain the materials required by federal and state special education laws.

(2) Records will be maintained in a secure and confidential manner.

(3) The board of trustees shall establish written procedures for the destruction of confidential records. Records are to be kept for a minimum of five years after termination of special education services or after age 18 or legal age. *See Appendix E.*

APPENDIX A

Model Learner Goals

APPENDIX A
Model Learner Goals
Communication Arts

GENERAL COMMUNICATION ARTS MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) In the study of languages, students shall be given the opportunity to:

(a) Learn how languages function, evolve, and reflect cultures.

(b) Learn how context—topic, purpose, audience—influences the structure and use of language.

(c) Have the opportunity to develop second-language proficiency.

(2) In the study of literature, students shall be given the opportunity to:

(a) Read, listen to, view, and study a variety of classical, contemporary, and multicultural literature, at all grade levels. Literature shall include poetry, fiction and nonfiction, and drama.

(b) Respond to literature through writing, speaking, and through media and the fine arts.

(c) Gain insights from literature, recognizing it as a mirror of human experience.

(d) Learn about their own and other cultures and recognize that literature is a reflection of culture.

(e) Experience literature as a way to appreciate the rhythms and beauty of language.

(3) In the study of communication skills, five interwoven strands: listening, speaking, reading, writing, and using media, students shall be given the opportunity to:

(a) Understand and practice the process of listening: perceiving, discriminating, attending, assigning meaning, evaluating, responding, and remembering.

(b) Speak effectively, formally and informally, in all five basic communication functions: expressing feelings, utilizing social conventions, imagining, informing, and controlling.

(c) Read for both pleasure and information and approach reading as a search for meaning.

(d) Write clearly and effectively to express themselves and to communicate with others.

(e) Use, view, and understand print and electronic media and be aware of the impact of technology and the media on communication.

(4) In the study of thinking, students shall be given the opportunity to:

(a) Think creatively, exploring unique insights, points of view, and relationships.

(b) Think logically, testing the validity of arguments and detecting fallacies in reasoning.

(c) Think critically, asking questions, making judgments, and evaluating messages.

COMMUNICATION ARTS ACROSS THE CURRICULUM (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The basic education program in communication arts recognizes that communication skills and concepts should not be taught in isolation. Programs shall integrate all of these skills and concepts in cross-content experiences that truly engage students.

ENGLISH LANGUAGE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to recognize that:

(a) People label objects and ideas with words and that words and their meanings change over time and through usage.

(b) Groups of people use different pronunciations and word choices to refer to the same objects and ideas.

(c) Language changes to accommodate subject, audience, and purpose.

ENGLISH LANGUAGE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55. 1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Understand that words are arbitrary, culturally-based symbols for objects and ideas that change over time and through usage.

(b) Recognize that people gain identity through their language, including pronunciation, word choice, and nonverbal communication.

(c) Analyze the ways that language changes to accommodate subject, audience, and purpose.

ENGLISH LANGUAGE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to :

(a) Understand that words have denotative and connotative meanings and that oral, written, and nonverbal languages incorporate nuances of meaning.

(b) Know the history of the English language as well as the principle of linguistic changes.

(c) Refine his/her analysis of the ways languages change to accommodate topic, audience, and purpose and evaluate the effectiveness of such changes.

SECOND LANGUAGE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM. 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Experience rhymes, stories, songs, and dramatic activities that promote enjoyment in learning a second language.

(b) Recognize some cultural traditions from the second language culture.

(c) Reproduce and understand sounds, words, and sentences using pronunciation, stress, rhythm, and intonation.

(d) Speak and understand a second language in informal conversations, using simple vocabulary. (Eff. 7/1/99)

SECOND LANGUAGE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) An intermediate program in second language shall give the student the opportunity to:

(a) Experience oral and literary traditions of the second language culture.

(b) Expand cross-cultural understanding.

(c) Speak and understand more complex ideas and information in directed activities, both formal and informal.

(d) Use reading and writing skills in the second language in a variety of meaningful activities. (Eff. 7/1/94)

SECOND LANGUAGE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Read, listen to, and view literary works in the second language.

(b) Refine his/her understanding of world cultures.

(c) Speak and understand the second language by adapting speaking and listening skills to a variety of audiences or situations.

(d) Use knowledge of linguistic structures to speak and write more fluently in the second language.

(e) Increase his/her understanding of English language and literature through comparison with the second language. (Eff. 7/1/92)

LITERATURE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Experience a variety of classical, contemporary, and multicultural works of literature, including poetry, fiction and nonfiction, and drama.

(b) Respond to a literary work by recapturing the meaning of plot in words, dramatic presentations, or pictures.

(c) Recognize and make associations with the people, places, and problems in her/his reading.

(d) Begin to understand culture through literature.

(e) Recognize and appreciate rhythm, rhyme, and repetition and other qualities of language in literature.

(f) Begin to evaluate the major components of literary works, including characters, setting, and action.

(g) Create and share original pieces of literature that use characters, setting, and action.

LITERATURE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Expand experiences with classical, contemporary, and multicultural literature.

(b) Respond to literature on the basis of his/her own insights and respect the different responses of others.

(c) Recognize and understand the interrelationships among the elements in a literary work.

(d) Begin to recognize how culture influences literary works and to compare and contrast that culture with his/her own experiences.

(e) Appreciate and understand how language enhances meaning in literature and how meaning is enhanced by sensory and figurative language; by literary devices such as metric patterns and imagery (e.g., simile, metaphor); and by an author's semantic and connotative qualities.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, and imagery.

(g) Create and share original pieces of literature in a variety of genres that use characters, setting, plot, theme, and imagery.

LITERATURE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to :

(a) Read a broad selection of classical, contemporary, and multicultural literature, including poetry, novels, essays, short stories, and drama.

(b) Be able to analyze his/her own and others' responses to literature.

(c) Understand and analyze literature's significance to his/her own life.

(d) Understand how cultural and historical setting and the literary tradition influence literature.

(e) Appreciate and analyze how language enhances meaning in literature through the use of elements such as stylistic, sensory, figurative, semantic, and logical attributes.

(f) Analyze and evaluate elements of literary works, including characters, setting, plot, theme, imagery, mood, figurative language, and genre.

(g) Create and share original pieces of literature in a variety of genres that use characters, setting, plot, theme, imagery, mood, and figurative language.

LISTENING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Discriminate between significant and insignificant sounds and words.

(b) Develop a "listening set": anticipate meaning, ignore distraction, and visualize what is heard.

(c) Assign a basic meaning to what is heard by recognizing the main idea and supporting details.

(d) Distinguish new from familiar material, significant from insignificant, and fantasy from reality.

(e) Respond to what is heard by asking questions, following directions, and giving feedback.

(f) Remember important aspects of the message.

LISTENING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discriminate between emotional and unemotional speaking and between spontaneous and scripted speaking and acting.

(b) Increase attentiveness by expanding attention span, predicting and rehearsing ideas, and being aware of factors that affect attention.

(c) Recognize a variety of speaking purposes and patterns of organization.

(d) Distinguish fact from opinion, information from persuasion, and logic from emotion.

(e) Respond to what is heard by controlling emotions, asking questions, and giving appropriate feedback.

(f) Expand memory through note-taking and relating new material to old.

LISTENING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to :

(a) "Listen" with the eyes as well as the ears by perceiving verbal and nonverbal clues.

(b) Choose and use a listening strategy best suited to the purpose in a listening situation.

(c) Recognize nuances of meaning in similar words, situations, and nonverbal clues.

(d) Evaluate oral messages for accuracy, effectiveness, significance, and propriety.

(e) Give supportive feedback to a speaker by eliciting the best that the speaker has to offer.

(f) Demonstrate long- and short-term memory by taking notes and searching memory.

SPEAKING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55 603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Show an awareness of oral expression features: pronunciation, volume, and rate of speaking.

(b) Begin to adapt speech to audience and context in order to communicate ideas clearly.

(c) Begin to establish a relationship with the audience through eye contact and attending to audience reaction.

(d) Develop confidence as a speaker through experience with the five functions of speaking: expressing feelings, utilizing social conventions, imagining, informing, and controlling.

SPEAKING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Use words, figures of speech, and nonverbal factors to enhance oral presentation.

(b) Organize and expand oral and nonverbal skills to suit the level of communication (interpersonal, intrapersonal, group, public, and mass).

(c) Become increasingly aware of audience feedback during the speech.
(d) Increase confidence and effectiveness as a speaker in all five functions of speaking.

SPEAKING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Use oral and nonverbal language to communicate effectively.
(b) Use invention, organization, style, and delivery to enhance messages.
(c) Use audience analysis to prepare and present speeches.
(d) Have experience and confidence in a variety of formal and informal speaking situations.

READING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Associate the written form with the spoken word.
(b) Recognize basic word and sentence structures which are essential to comprehending written material.
(c) Understand how punctuation affects meaning.
(d) Read a variety of material and begin to use study skills to find answers and information.
(e) Enjoy and appreciate reading.

READING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Use appropriate strategies to identify words and their meanings.

(2) Refine his/her use of word attack and context clues which aid comprehension within a word, sentence, paragraph, or an entire work.

(3) Adapt fluency, rate, and style of reading to the purpose of the material.
(4) Read for information and continue to develop study skills.
(5) Read as a leisure activity.

READING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Comprehend ideas and meaning in material which requires increasingly complex structures.
(b) Refine general and technical vocabularies, recognize multiple meanings and connotations, and comprehend longer, more complex passages.
(c) Reflect on ideas presented at the literal, interpretive, and critical/creative levels.
(d) Apply study skill strategies for immediate recall and long-term retention.
(e) Read to satisfy, extend, and expand personal interests.

WRITING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Recognize how spelling, punctuation, capitalization, and handwriting contribute to meaning in writing .
(c) Understand how to generate and organize ideas and how to create a clear written message.
(d) Respond to, revise, and edit his/her own and others' writing.

WRITING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Understand and use spelling, punctuation, capitalization, handwriting, and usage as part of total effectiveness in writing.
(c) Select a topic, generate and organize ideas, and choose appropriate language for his/her writing purpose.
(d) Respond to, revise, and edit his/her own and others' writing.

WRITING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Write frequently, using varied formats, for a variety of purposes and audiences.
(b) Use spelling, punctuation, capitalization, handwriting, and usage effectively and purposefully.

(c) Focus the purpose of writing, visualize the audience, and refine the language of his/her writing.
(d) Respond to, revise, edit, and evaluate his/her own and others' writing.

MEDIA USE MODEL LEARNER GOALS: (see also "Library/Media Program Standards") **PRIMARY** (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Develop a "viewing" set and adopt appropriate behavior for appreciating a media performance or presentation.
(b) Recognize, use and operate a variety of media equipment.
(c) Understand the basic components and characteristics of media.
(d) Use print and nonprint media in the classroom, library, and other settings as sources of information and entertainment.

MEDIA USE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Understand and respond to media performances and presentations.
(b) Incorporate media in oral and written presentations.
(c) Understand that media convey messages.
(d) Use a wide variety of print and nonprint media in leisure time, classroom, and library for information and entertainment.

MEDIA USE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation,the student shall have had the opportunity to:

(a) Develop a discriminating appreciation of media.
(b) Demonstrate flexibility and familiarity in the use of electronic media and media centers.
(c) Evaluate the effectiveness of a particular medium as it conveys a message.
(d) Locate and use a variety of print and nonprint media in the home, classroom, and library.
(e) Understand the legal responsibilities involved in media use.

THINKING SKILLS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to demonstrate thinking skills such as comparing, contrasting, inferring, and evaluating in both verbal and nonverbal communication.
(b) Respond to an experience by creating an action (a pantomime, picture, poem, or story) to express understanding.
(c) Express associative thinking as well as creativity and inventiveness.

THINKING SKILLS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Respond to and evaluate intentions and messages of speakers, writers, presenters, and media.
(b) Differentiate between fact and opinion, recognize logical/illogical sequences, create an hypothesis, and predict outcomes.
(c) Expand creativity, inventiveness, and logical/critical thinking.

THINKING SKILLS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 1O.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Respond to, interpret, and evaluate intentions and messages of speakers, writers, presenters, and media.
(b) Evaluate the validity of assertions and detect fallacies in reasoning and in emotional appeals; differentiate between subjective and objective viewpoints.
(c) Use higher-level thinking processes to solve problems in the everyday world.

COMMUNICATION ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The communication arts curriculum shall be developed and evaluated according to the standards for all program areas.

(2) Library/media specialists will be viewed as a part of the instructional team by helping other instructors select appropriate materials and by teaching and guiding students in their search for information and worthwhile reading.

(3) Learning assistance centers and fine arts facilities shall be available to enhance the communication arts curriculum with access for dramatic, cultural, and media presentations.

Fine Arts: Model Learner Goals

FINE ARTS: GENERAL GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Through the Fine Arts, students develop critical and creative thinking and perceptual abilities applicable to all areas of life.

(1) A basic program in fine arts gives the student the opportunity to:

(a) Understand the principal sensory, formal, technical, and expressive qualities of each of the fine arts.

(b) Identify processes, materials, tools, and disciplines required to produce the visual, performing, and literary arts.

(c) Apply their knowledge of concepts, elements, principles, theories, and processes in the fine arts.

(d) Develop their intuitive and creative thought processes as a balance to learning in the cognitive and psychomotor domains.

(e) Make informed judgments about the fine arts and about their relationships to the history, culture, and environments of the world's people.

(f) Understand the relevance of their education in the fine arts to the range of fine arts professions and to a lifetime of aesthetic pleasure.

(g) Use materials, tools, and equipment safely.

VISUAL ARTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001)

(1) By the end of the primary level, the student shall have been given the opportunity to:

(a) Begin to recognize different works of art and identify artists, placing them in a historical time and place.

(b) Be familiar with and appreciate the various sources of art in the community (museums, galleries, studios, public places).

(c) Begin to recognize universal emotions and experiences expressed in selected visual images.

(d) Identify and use the elements of art and principles of art in organizing for personal expression.

(e) Learn to appropriately select and to care for a variety of art materials, media and tools.

(f) Use appropriate vocabulary to describe the expressive qualities of a variety of works of art and evaluate art experiences.

(g) Experience a sense of accomplishment and pleasure from the creative act.

(h) Enjoy and appreciate a variety of art works.

VISUAL ARTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have been given the opportunity to:

(a) Observe the sensory and formal applications used by artists.

(b) Identify art processes, forms, and materials from many cultures and historical periods.

(c) Appreciate art in a variety of settings (home, community, classroom, and studio).

(d) Identify materials, tools, and techniques used by artists for expressive purposes.

(e) Understand the elements and principles of art used by the artist to express creative ideas, moods, and feelings.

(f) Know the vocabulary required to describe the sensory, formal, technical, and expressive qualities of art.

(g) Understand the role of galleries and museums in preserving and transmitting art heritage and contemporary culture.

(h) Identify different art works from distinct cultures and historical and stylistic periods.

(i) Discover and discriminate among the methods of expressing imagination, interpreting experience, and selecting materials and techniques.

(j) Demonstrate the ability to solve visual and technical problems in art.

(k) Analyze, compare, contrast, and distinguish art work from a variety of styles and periods using formal viewing criteria.

(l) Experience a sense of accomplishment and pleasure from experimentation, innovation, and skill development.

VISUAL ARTS MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered at the secondary level, a course of study in visual arts shall give the student the opportunity to:

(a) Recognize the processes, forms, and materials used to produce a variety of art.
(b) Use principles of visual discrimination in assessing the aesthetic properties of natural and artificial objects and environments.
(c) Apply the vocabulary required to describe the sensory, formal, technical, and expressive qualities of art.
(d) Understand the value of original works of art by experiencing them in a variety of settings.
(e) Recognize factors that influence artists' choices of form, style, content, and artistic intent.
(f) Understand the importance of preserving and transmitting art heritage, and the accompanying responsibility of museums, galleries, and scholars.
(g) Understand the significance of major art works in embodying the spirit of a culture or a historical period.
(h) Understand the processes, equipment, and materials needed for various visual arts.
(i) Exercise self-direction in independent problem solving (visual, conceptual, technical) to produce art works with complex content.
(j) Create art, demonstrating the creative and innovative use of equipment, materials, and techniques.
(k) Experience a sense of accomplishment and satisfaction with his/her ability to conceive, execute, evaluate, and present a finished creative work.
(l) Develop aesthetic criteria based on elements and principles of art and analyze the effectiveness of the components of works of art in achieving the artist's intent.
(m) Develop criteria for judging the cultural and historical significance of works of art.
(n) Appreciate and enjoy art works from a wide range of cultures and historical and stylistic periods.

Literary Arts

Learner goals for the literary arts are integrated throughout the "Communication Arts" goals.

DRAMA MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001)
(1) By the end of the primary level, the student shall have been given the opportunity to:
(a) Understand how movement, sound, and setting convey emotions and meaning in short dramatic performances (live or recorded).
(b) Recount emotional and sensory responses to a dramatic activity as a listener and viewer.
(c) Identify body, voice, costume, and make-up as elements of characterization.
(d) Understand the daily-life sources of dramatic art: story, character, and conflict.
(e) Express original interpretations of ideas and objects through the use of dramatic elements in a solo or group performance.
(f) Use pantomime, puppets, or other dramatic devices to express individual interpretations of ideas, concepts, objects, or familiar stories.
(g) Enjoy and appreciate a variety of dramatic selections and experiences.

DRAMA MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001)
(1) If offered at the intermediate level, a course of study in drama shall give the student the opportunity to:
(a) Identify historical, cultural, and environmental elements in a variety of dramatic works.
(b) Apply knowledge of dramatic principles and techniques to enhance enjoyment of reading and viewing dramatic works.
(c) Understand plot, character, setting, and theme.
(d) Recognize the expressive and technical qualities of dramatic work through study, interpretation, and enactment in planned and improvised solo or group presentations.
(e) Evaluate a variety of dramatic works.

DRAMA MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered at the secondary level, a course of study in drama shall give the student the opportunity to:
(a) Identify artistic choices made in a variety of theatrical forms in order to produce specific effects.
(b) Appreciate a variety of written drama and theatrical productions, including live and recorded performances.
(c) Apply knowledge of dramatic concepts, elements, principles, theories, and processes to the viewing, performing, and critiquing of dramatic presentations.
(d) Demonstrate knowledge of the principles of drama by participating in a variety of theater productions.
(e) Understand the social, cultural, educational, and historical functions of drama.

MUSIC MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Realize the importance of music in everyday life.
(b) Respect musical performance and composition.
(c) Begin to recognize universal emotions and experiences expressed in music of various cultures and periods.
(d) Enjoy participating in music and use music as a means of personal expression.
(e) Sing with free vocal production a repertoire of folk and composed songs.
(f) Use body movements and/or hand motions to show differences in music.
(g) Use voice and instruments to create melodic and rhythmic patterns to accompany songs.
(h) Recognize band and orchestra instruments and identify the major instrument groups.
(i) Create short pieces, using nontraditional sounds available in the classroom, such as tapping fingers or striking various objects.

MUSIC MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Be increasingly aware of music as an important part of everyday life; enjoy music through listening, singing, and playing instruments.
(b) Sing with free vocal production, becoming more accurate in pitch.
(c) Add to the repertoire of songs learned at the primary level.
(d) Participate in vocal and/or instrumental ensembles.
(e) Understand basic music notation and terminology.
(f) Refine his/her understanding of the basic elements of music theory.
(g) Recognize and evaluate various types of music and music of various periods and styles, using recorded and live examples.
(h) Experiment with variations in tempos, timbres, and phrasing for expressive purposes with voice or instruments.
(i) Discuss personal responses to music.

MUSIC MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a secondary course of study in music shall give the student the opportunity to:

(a) Enjoy participating in choral and/or instrumental music.
(b) Develop a commitment to singing or playing well and a respect for quality music and skilled performance.
(c) Develop sensitivity to interaction and blending of instruments and/or voice through participation in music ensembles.
(d) Demonstrate how skill, technique, and sound production affect musical performance.
(e) Analyze music from various cultures and historical periods, using knowledge of musical concepts.
(f) Develop a further understanding of the concepts of music theory.
(g) Perform music from various musical periods in solo and ensemble form.
(h) Critique musical performance for technical skill, quality of sound, lyric qualities, and effectiveness of artistic intent.
(i) Improvise or compose music in solo or ensemble form.

CREATIVE MOVEMENT MODEL GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Be aware of feelings evoked by dance performance and/or creative movement.
(b) Develop body awareness through creative movement.
(c) Respond spontaneously in movement to various material, conceptual, and sensory stimuli.
(d) Reproduce simple dance forms of other cultures, ethnic backgrounds, and historical periods.
(e) Enjoy simple rhythmic patterns in a movement sequence.
(f) Improvise creative movement around a tool, materials, dance element, or sensory stimulus.
(g) Communicate personal feelings and ideas by using movement.
(h) Determine preferences for specific dance forms.

CREATIVE MOVEMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered at the intermediate level, a course of study in creative movement shall give the student the opportunity to:

(a) Be aware of the thoughts and images evoked by major dance forms.

(b) Develop efficient movements and body awareness for dance and creative movement.
(c) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.
(d) Participate in various dance forms of other cultures and historical periods.
(e) Use appropriate vocabulary to show understanding of basic dance concepts.
(f) Improvise a short study around a mood, message, tool or material, using dance and creative movement.
(g) Develop criteria for forming opinions about dance performances.
(h) Evaluate the mood or message conveyed by a dance performance.

CREATIVE MOVEMENT MODEL LEARNER GOALS: SECONDARY LEVEL (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered at the secondary level, a course of study in creative movement shall give the student the opportunity to:

(a) Be aware of the interaction of dance elements, tools, materials, and techniques of a dance performance.
(b) Develop strength, balance, and coordination needed to refine body awareness in creative movement and/or dance.
(c) Perform individual or group dances (e.g., tap, modern, ballet, jazz, folk, social) from various cultures and historical periods.
(d) Enjoy freedom of creative and uninhibited movement in a variety of dance experiences.
(e) Understand how movement elements, materials, and mood enhance the expressive qualities of dance.
(f) Design an individual or group dance around a mood or message, integrating technique, skill, and materials.
(g) Observe professional dance (live or recorded) or participate in community dance performances.
(h) Critique dance or creative movement performances.
(i) Analyze social, cultural, and ritual elements of contemporary performances.

FINE ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The fine arts curriculum shall be developed and evaluated according to the standards for all program areas.

(2) At all levels, the school district shall encourage the sharing of arts programs with parents and the public. For example, elementary drama study may culminate in special programs for parents, during or after school. Middle and high schools students may perform for parents and the public or participate in drama festivals, forensics, plays and civic programs. Gifted student writers and artists shall be encouraged to present their work to the public.

(3) At least once in a school year, the school district shall give students the opportunity to view a live drama, music, or dance performance.

(4) The school district shall take advantage of local resources, such as museums, galleries, theaters, cultural outreach programs, performance groups, professional writers and publishers, higher education services, the Montana arts council programs, and other expertise to supplement and enhance the arts program.

(5) Work and performance areas (e.g., middle and high school theaters and studios) shall meet all health and safety regulations and shall include adequate space for the storage of materials and equipment. The school shall ensure that stage and auditorium facilities are adequately managed and that students using them are supervised.

Health Enhancement: Model Learner Goals

HEALTH ENHANCEMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Demonstrate a variety of perceptual, motor, and rhythm skills, including but not limited to throwing, catching, kicking, striking, balancing, creative movement and folk dance, and skills related to lead-up games.
(b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal performance.
(c) Develop positive interpersonal relationships and self-concepts.
(2) By the end of the primary level, the student shall have had the opportunity to identify:
(a) Components of wellness and describe how decision making affects personal health practices.
(b) Roles, responsibilities, contributions, and life cycles in a family structure.
(c) The difference between use and abuse of drugs and their effects on an individual's total development.
(d) Safety hazards, causes of accidents, and preventive measures for disease control.
(e) Human body parts and systems, emphasizing individual uniqueness.
(f) Ways in which advertising influences personal health choices.
(g) Food combinations that provide a healthy and balanced diet.
(h) Potential sources of pollution and pollution's harmful effects.
(i) Resources which help promote and maintain community health.

HEALTH ENHANCEMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to demonstrate:

(a) A variety of physical skills that influence individual physical development, including but not limited to skills practice and lead-up games, rhythms and dance, and individual, dual, or team sports.

(b) An appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.

(c) Positive interpersonal relationships and self-concept.

(d) An understanding of the importance of regular and sustained physical activity throughout life.

(e) An ability to identify roles, responsibilities, contributions, and life cycles in a family structure.

(2) By the end of the intermediate level, the student shall have had the opportunity to understand:

(a) Substance use and abuse and their effects on the individual and society.

(b) Health problems, including diseases and their etiology, the identification of symptoms of a variety of health problems, and prevention of health problems and injuries.

(c) The functions and maintenance of body systems, including knowledge of the reproductive system.

(d) The need for and use of consumer health services and products.

(e) Basic nutrition and its application.

(f) Cultural, environmental, social, and ethical issues which affect healthy lifestyles.

(g) Interrelationships between physical health and mental well-being.

HEALTH ENHANCEMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Demonstrate a variety of physical skills used in physical activity, including but not limited to dance, individual, dual, or team sports, and lifetime leisure and recreational activities.

(b) Demonstrate an appropriate level of physical fitness in cardiorespiratory function, body composition, and musculoskeletal function.

(c) Understand the importance of a positive self-concept and interpersonal relationships for total health.

(d) Understand the role of lifelong physical activity and the principles of safe and effective exercise, be able to plan a personal fitness program.

(e) Understand roles, responsibilities, contributions, and life cycles in family structures.

(f) Understand the risks of using drugs, alcohol, and tobacco.

(g) Understand attitudes and behaviors for preventing and controlling disease and accidents.

(h) Understand human reproduction and the emotional and ethical components of human sexuality.

(i) Be able to evaluate and select health services, practices, and products.

(j) Understand the relationship of sound nutrition to total health.

(k) Understand the consequences of personal and community decisions that affect the economy and the cost, availability, and quality of health care.

(l) Understand the relationship of sound mental health practices to total health.

(m) Identify careers in health and physical activity and their roles and responsibilities.

HEALTH ENHANCEMENT PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The health enhancement curriculum shall be developed and evaluated according to the standards for all program areas.

(2) Areas of the health enhancement curriculum integrated into other subject areas are ancillary to the main health enhancement program, which shall be provided by a health enhancement specialist (K-12) or by a classroom teacher in the elementary grades.

(3) Interscholastic sports and intramural programs shall not be used as a substitute for a health enhancement course.

(4) Recess shall not be used to fulfill health enhancement requirements.

(5) When required as part of the basic education program, all students shall have daily health enhancement activity.

(6) The school district shall encourage its teaching staff to exemplify healthy lifestyles.

(7) A telephone or communication device and basic first aid materials shall be located in close proximity to the instructional physical activity area.

Mathematics: Model Learner Goals

MATHEMATICS MODEL LEARNER GOALS: PROBLEM SOLVING: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Solve problems from many contexts using strategies such as guess and check, make a table, looking for a pattern and simplify the problem.
(b) Discuss alternate solution strategies and relationships among problems.
(c) Use calculators as a problem-solving tool.

MATHEMATICS MODEL LEARNER GOALS: PROBLEM SOLVING: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Recognize, formulate, and solve problems in mathematical and real-life situations.
(b) Apply a variety of strategies to solve one-step, multi-step, and nonroutine problems.
(c) Verify and interpret the results with respect to the original problem situation and generalize to new problem situations.

MATHEMATICS MODEL LEARNER GOALS: PROBLEM SOLVING: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Apply problem-solving strategies.
(b) Recognize, formulate, and solve problems within and outside of mathematics.

MATHEMATICS MODEL LEARNER GOALS: COMMUNICATION: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Use oral and written language and symbols to communicate and extend mathematical ideas.

MATHEMATICS MODEL LEARNER GOALS: COMMUNICATION: INTERMEDIATE (In accordance with ARM 10. 55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Model situations in a variety of ways (e.g., verbal, concrete, pictorial, graphical, algebraic).
(b) Read, interpret, and evaluate mathematical expressions of ideas.
(c) Discuss mathematical ideas and situations, and make convincing arguments.

MATHEMATICS MODEL LEARNER GOALS: COMMUNICATION: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Formulate mathematical definitions and express generalizations discovered through investigations.
(b) Express mathematically thoughts orally and in writing.
(c) Understand written presentations of mathematics.

MATHEMATICS MODEL LEARNER GOALS: REASONING: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Describe, extend, and create auditory, visual, and written patterns.
(b) Represent and describe relationships between quantities.
(c) Explain his/her thinking and justify solutions using models, known facts, properties, relationships, and real world experiences.

MATHEMATICS MODEL LEARNER GOALS: REASONING: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Recognize examples of deductive and inductive reasoning.
(b) Make and validate conjectures using models, known facts, properties, and relationships.
(c) Apply proportional reasoning in problem solving and in discovering mathematical concepts.

MATHEMATICS MODEL LEARNER GOALS: REASONING: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Make and test conjectures.
(b) Formulate counter examples.
(c) Follow logical arguments and judge the validity of arguments.
(d) Construct simple valid arguments.
(2) Students with extended interests shall be able to:

(a) Construct formal proofs for mathematical assertions, including indirect proofs and proofs by mathematical induction.

NUMERATION, COMPUTATION, AND ESTIMATION MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Understand and construct number meanings through real world experiences and physical materials.
(b) Demonstrate understanding of our numeration system by relating counting, grouping, and place value concepts.
(c) Understand and apply the operations of addition, subtraction, and multiplication of whole numbers.
(d) Demonstrate an intuitive understanding of division of whole numbers.
(e) Model, explain, and demonstrate proficiency with basic facts, algorithms, and mental arithmetic techniques.
(f) Apply estimation strategies to working with quantities, measurement, computation, and problem solving.
(g) Use estimation to determine reasonableness of results.
(h) Use inverse operations and other mathematical relationships to solve number sentences.
(i) Demonstrate the meanings of familiar fractions, mixed numbers, and decimals to tenths.
(j) Use models to relate fractions to decimals, find equivalent fractions, and demonstrate the operations with decimals.

NUMERATION, COMPUTATION, AND ESTIMATION MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Represent and use equivalent forms of numbers (fraction, decimal, percent, exponential, and scientific notation) in real world and mathematical situations.
(b) Apply relationships between fractions, decimals, and percents.
(c) Apply ratio, proportion, and percent.
(d) Represent numerical relationships in one- and two-dimensional graphs.
(e) Demonstrate operations, order relations, and number sense for whole numbers, fractions, decimals, and integers.
(f) Apply basic number theory concepts.
(g) Analyze, explain, and use procedures for addition, subtraction, multiplication, and division of whole numbers.
(h) Select and use an appropriate method for computing from among mental arithmetic, paper and pencil, calculator, and computers.
(i) Analyze, explain, and use estimation techniques.
(j) Use estimation to check reasonableness of results.

NUMERATION, COMPUTATION, AND ESTIMATION MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:

(a) Compare and contrast the real number system and its various subsystems.
(2) Students with extended interests shall have the opportunity to:
(a) Understand and apply the operations with complex numbers.

MEASUREMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Understand measurable attributes, the concept of a unit, and the process of measuring.
(b) Apply measurement skills to everyday situations.

MEASUREMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Estimate, make and use measurements to describe, compare, or contrast objects in real world situations.
(b) Select appropriate units and tools to measure to a level of accuracy required in a particular setting.
(c) Use the customary and metric systems of measurement.
(d) Demonstrate the concepts of perimeter, area, and volume through concrete experiences.
(e) Apply procedures and formulas to determine area and volume.

GEOMETRY MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Describe, model and classify shapes.
(b) Investigate and predict results of combining, subdividing, and changing shapes.
(c) Identify lines of symmetry, congruent and similar shapes, and positional relationships.

GEOMETRY MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Identify, describe, construct, and compare plane and solid geometric figures.
(b) Understand geometric relationships and their consequences.
(c) Demonstrate an intuitive understanding of transformational geometry.
(d) Use geometry to describe the physical world.

GEOMETRY FROM A SYNTHETIC PERSPECTIVE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:

(a) Represent problems with geometric models and apply properties of figures.
(b) Classify figures in terms of congruence and similarity and apply these relationships.
(c) Deduce properties of, and relationships between, figures from given assumptions.
(d) Use the computer as a tool to investigate geometric concepts.
(2) Students with extended interests shall have the opportunity to:
(a) Understand an axiomatic system and investigate and compare various geometries (e.g., non-Euclidean and finite).

GEOMETRY FROM AN ALGEBRAIC PERSPECTIVE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Translate between synthetic and coordinate representations.
(b) Deduce properties of figures using transformations and coordinates.
(2) Students with extended interests shall have the opportunity to:
(a) Analyze properties of Euclidean transformations, relate translations to vectors, and deduce properties of figures using vectors.

STATISTICS AND PROBABILITY MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Collect, organize, and display data.
(b) Use data to make and check predictions.
(c) Demonstrate the basic concept of probability.

STATISTICS AND PROBABILITY MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Systematically collect, organize, and describe data.
(b) Construct, read, and interpret tables, charts, and graphs such as stem-leaf, line, and box-whisker plots.
(c) Draw inferences and construct and evaluate arguments based on data analysis.
(d) Devise and carry out simulations involving probability.
(e) Construct sample spaces and determine the theoretical and experimental probabilities of events.
(f) Make predictions based on experimental results or mathematical probabilities.

STATISTICS AND PROBABILITY MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Use curve fitting to make predictions from data.
(b) Apply measures of central tendency and understand the concepts of variability and correlation.
(c) Design a statistical experiment to study a problem and communicate the outcomes.
(d) Differentiate between biased and unbiased sampling and valid and invalid reasoning in statistical arguments.
(e) Use the computer as a tool for statistical analysis.

(f) Use experimental probability, theoretical probability, and simulation methods to represent and solve problems.

(g) Apply properties of probability distributions.

(2) Students with extended interests shall have the opportunity to:

(a) Deduce generalizations about the effects of data transformations on measures of central tendency and variability.

(b) Select an appropriate sampling method for a given statistical analysis.

(c) Test hypotheses using appropriate statistics.

(d) Apply random variables to generate and interpret probability distributions.

ALGEBRA MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Use the concepts of variable, expression, and equation.

(b) Represent concrete situations and number patterns with tables, graphs, verbal rules, and equations.

(c) Analyze tables and graphs to identify properties and relationships.

(d) Solve linear equations using concrete, informal, and formal methods.

(e) Use models to demonstrate inequalities and non-linear equations.

(f) Use calculators and computers to explore algebraic concepts.

ALGEBRA MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Represent problems with expressions, equations, and inequalities.

(b) Solve equations and inequalities.

(c) Use tables, graphs, and computers as tools to investigate algebraic concepts.

(2) Students with extended interests shall have the opportunity to:

(a) Use matrices to represent and solve problems.

(b) Apply techniques based on the theory of equations and computer-based numerical methods.

FUNCTIONS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:

(a) Represent and analyze functions and relations using tables, rules, and graphs.

(b) Analyze the effects of parameter changes on the graphs of functions.

(c) Determine maximum and minimum points of a graph and interpret the results.

(d) Investigate the concept of limit.

(2) Students with extended interests shall:

(a) Perform operations on and apply the properties of functions.

(b) Understand the conceptual foundations of limit, area under a curve, rate of change, and slope of a tangent line and their applications in other disciplines.

(c) Analyze the graphs of polynomial, rational, radical, and transcendental functions.

TRIGONOMETRY MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:

(a) Apply trigonometry to problems involving right triangles.

(2) Students with extended interests shall:

(a) Demonstrate the connection between trigonometric and circular functions.

(b) Use circular functions to model periodic phenomena.

(c) Apply general graphing techniques to trigonometric functions.

(d) Solve trigonometric equations and verify trigonometric identities.

(e) Demonstrate the connections among trigonometric functions, polar coordinates, and complex numbers.

DISCRETE MATHEMATICS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Use discrete structures such as finite graphs, sequences, and series.

(b) Solve enumeration and finite probability problems.

(2) Students with extended interest shall:

(a) Solve problems using linear programming and difference equations.
(b) Develop and analyze algorithms.
(c) Investigate problems in computer validation and application of algorithms.

MATHEMATICS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1 001) (1) The school district shall develop and evaluate a mathematics curriculum according to the standards for all program areas.

(2) The school district shall recognize the importance of technology as a tool for mathematics instruction. This technology may include but is not limited to computer systems, calculators, and other resources.

Science: Model Learner Goals

GENERAL SCIENCE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Show confidence in his/her ability to learn science.
(b) Examine his/her environment using the five senses; recognize the limits of sensory perception.
(c) Convey information through the use of oral, written, and graphic communication.
(d) Group objects or events according to their observed characteristics.
(e) Suggest explanations for events based on observation.
(f) Predict possible results based upon past experiences.
(g) Measure and order properties of objects or events using standardized units of measure.
(h) Be aware of spatial relationships by describing an object's position in relation to other objects.
(i) Perform experiments to test hypotheses under controlled conditions with limited variables.
(j) Cite ways that science and technology have changed people's lives.
(k) Recognize that scientists and technicians are people with interesting jobs.
(l) Properly care for living organisms and show respect for life and property.
(m) Be aware of the need for conservation, preservation, and the wise use of natural resources.

GENERAL SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.100) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Develop a positive attitude toward science.
(b) Use basic scientific skills to solve problems and answer questions about the environment.
(c) Work independently and in groups in the classroom, laboratory, and in the field.
(d) Identify and state a problem and use scientific processes to resolve it.
(e) Use tools and equipment for observations and measurement in a safe and appropriate manner.
(f) Gather and convey information through oral, written, and graphic communication.
(g) Be aware of the basic concepts in the life, physical, earth, and environmental sciences.
(h) Be aware of careers in the sciences and the skills needed for jobs in science-related fields.
(i) Cite and investigate scientific and technological issues which affect our lives.
(j) Properly care for living organisms and show respect for life and property.
(k) Be aware of the need for conservation, preservation, and the wise use of natural resources.

LIFE SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A course of study in life science, offered at the intermediate level, shall give the student the opportunity to:

(a) Appreciate all living things and their relationships to one another and the environment.
(b) Observe, describe, compose, conclude, infer, and record from classroom, laboratory, and field experiences.
(c) Be aware of some of the contributions of scientists working in life science and of careers in life science.
(d) Demonstrate knowledge of kingdoms of living things and their basic characteristics, functions, diversity, and economic importance.
(e) Understand levels of biological organizations, growth and development.
(f) Demonstrate knowledge of reproductive processes, genetics, and heredity of living things.
(g) Demonstrate knowledge of local flora and fauna.
(h) Demonstrate knowledge and understanding of human growth and development, including the nine body systems and their functions, heredity and population genetics, behavior, and social and emotional growth.
(i) Be familiar with laboratory tools and techniques used in life science.
(j) Understand the interdependence of biological systems as they affect social issues.

PHYSICAL SCIENCE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) A course of study in physical science, offered at the intermediate level, shall give the student the opportunity to:

(a) Understand and use basic measurements in science, including charting, graphing, and interpreting measurable data.

(b) Design and carry out experiments that demonstrate physical and chemical changes.

(c) Identify physical and chemical characteristics of various types of matter.

(d) Understand and explain models of atoms, molecules, compounds, and mixtures.

(e) Understand physical, chemical, and nuclear changes using the laws of conservation of matter and energy.

(f) Understand the basic characteristics of light, sound, and mechanical waves.

(g) Understand the scientific principles and technological applications of the laws of motion.

(h) Understand the interrelationships of solar and galactic systems and of the earth-moon-sun system.

(i) Demonstrate a workable knowledge of electricity and electronics and understand their importance to our human environment.

(j) Apply basic physical and chemical principles to describe changes in common substances and devices.

(k) Understand the effects of science and technology on humans and the environment.

(l) Be aware of careers in the physical sciences.

GENERAL SCIENCE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 10. 55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Make quantitative and qualitative observations to accumulate and evaluate data.

(b) Classify objects and events based on observable similarities and differences of selected properties.

(c) Suggest explanations, reasons, or causes for events which have occurred, test them with additional observations or data, and establish the reality of the inferences.

(d) Make predictions based on prior observations, inferences, or experiments.

(e) Describe or compare objectives and events using quantitative measurement.

(f) Communicate data obtained from observations using graphs, charts, pictures, and other types of media.

(g) Use processes such as classification, prediction, inference, and communication to interpret data.

(h) Identify problems or questions and state hypotheses which can be tested.

(i) Perform experiments to test hypotheses under controlled conditions with limited variables.

(j) Construct and interpret models, using them to describe and explain relationships of ideas; understand their limitations.

(k) Recognize the processes of change, such as in weather systems, life cycles, evolution, chemical and physical changes, and the transformation of energy.

(l) Be aware of the processes of equilibrium, such as physical cycles, ecosystems, homeostasis, chemical equilibria, rates of reaction, and the law of motion.

(m) Cite the interrelationships among living and nonliving things and their environment.

(n) Explain the organization of the physical and biological environment and the systems designed to describe them.

(o) Demonstrate a knowledge of the effects of time and space on the environment's biological and physical properties.

(p) Be aware of the diversity, variation, and consistency among living things and within the earth's physical and biological spheres.

(q) Properly care for living organisms and show respect for life and property.

(r) Be aware of the need for conservation, preservation, and the wise use of natural resources.

EARTH SCIENCE MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in earth science shall give the student the opportunity to:

(a) Understand the basic concepts of each science, including astronomy, geology, oceanography, and paleontology.

(b) Understand the basic motions in the solar system and how they affect the earth's environment.

(c) Understand the earth's history through the rock and fossil record and scientific dating methods.

(d) Understand the earth's tectonic and structural forces.

(e) Understand the earth's internal and surface processes, including weathering, erosion, volcanism, and deformation.

(f) Understand the use of aerial photos, topographic and geologic maps, and survey systems.

(g) Understand the earth's composition, including rocks and minerals.

(h) Understand the physical and compositional changes of the earth's weather and climate.

(i) Understand the oceans and their characteristics and development.

(j) Understand surface water and ground water systems.
(k) Understand that the flow of energy is basic to all earth science disciplines.
(l) Use the tools and methods employed by earth scientists, through field and laboratory experiences.
(m) Demonstrate how earth science relates to careers, personal uses, and social needs.

BIOLOGY MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in biology shall give the student the opportunity to:

(a) Use scientific methods to investigate biological phenomena.
(b) Relate field experiences to an understanding of ecological principles.
(c) Use microscopes, balances, and other biological instruments.
(d) Apply biological principles to situations in daily life.
(e) Understand the characteristic processes which define life.
(f) Understand the relationship between organic compounds and the physiological needs of living organisms.
(g) Understand the relation and interdependence of cell respiration and photosynthesis to food chains.
(h) Understand the concept of homeostasis in cells, individuals, populations, communities, and ecosystems.
(i) Understand cellular transport, cell structure, and cell functions.
(j) Understand sexual and asexual reproduction and their relationship to ecological balances.
(k) Understand heredity and the application of modern technology in medical genetics.
(l) Understand the structure of DNA, its relationship to protein synthesis, and its role in living systems.
(m) Understand the theory of evolution and its relationship to adaptation and speciation.
(n) Categorize organisms representing the various kingdoms according to phyla.
(o) Understand the relationship between structure and function as they relate to living things.
(p) Trace the development of the major life functions through the various kingdoms.
(q) Understand the importance of microbes and their relationship to other organisms.
(r) Understand the importance of current issues in biology.
(s) Be aware of careers in biology.
(t) Use appropriate safety techniques when handling chemicals, equipment, and organisms.

CHEMISTRY MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in chemistry shall give the student the opportunity to:

(a) Be competent in laboratory skills, including setting up equipment and using materials and chemicals safely.
(b) Understand atomic structure and periodicity.
(c) Understand the phases and properties of matter, including solids, liquids, and gases.
(d) Understand the mole concept and stoichiometry and demonstrate their practical use in the laboratory.
(e) Understand bonding and energy relationships.
(f) Use formulas and equations competently.
(g) Understand acids, bases, solubility, and chemical equilibrium.
(h) Understand the basic principles of thermodynamics and kinetics.
(i) Understand oxidation and reduction.
(j) Understand basic organic, nuclear, and radiochemistry.
(k) Understand the role of chemistry in society and technology.
(l) Be able to apply chemistry principles to situations in daily life.
(m) Be aware of careers in chemistry and related fields.

PHYSICS MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in physics shall give the student the opportunity to:

(a) Solve problems in physics, using mathematics and critical thinking skills.
(b) Collect, analyze, and interpret physical data.
(c) Use the appropriate instruments to measure physical quantities in a laboratory setting.
(d) Understand the historic, social, and scientific events that contributed to the development of physics.
(e) Understand that physics is a dynamic field in which concepts change as new data and new relationships are discovered.
(f) Understand the character and central role of conservation principles such as momentum, energy, and electric charge.
(g) Cite similarities and differences of wave and particle phenomena in nature.
(h) Demonstrate a basic knowledge of modern physics concepts such as relativistic effects, nuclear radioactivity, and wave-particle duality.
(i) Understand the basic principles of electricity and magnetism and their application to common occurrences.
(j) Cite accepted explanations for common terrestrial and celestial observations, using the laws of motion.

(k) Understand that the flow of energy is basic to all physical phenomena.
(l) Understand the basic concepts of geometric and physical optics.
(m) Understand the basic character of heat, temperature, and internal (thermal) energy.
(n) Evaluate the impact of discoveries in physics.
(o) Be aware of careers in physics and related fields.
(p) Understand the importance of physics in current social issues and its application to the other sciences.
(q) Be able to apply physics principles to situations in daily life.

SCIENCE PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The science curriculum shall be developed and evaluated according to the standards for all program areas.

(2) Elementary school science instruction shall include hands-on, investigative classroom activities and field experiences on a regular basis.

(3) Laboratory class size shall be limited for safety purposes. The number of students shall be determined through consultation with the teacher, considering the number, size and use of laboratory stations.

(4) Care shall be taken to ensure that laboratory activities are reasonably safe and under the constant supervision of an appropriately endorsed instructor.

(5) Chemicals shall be stored in a separate storeroom and according to reactive compatibilities. Flammable materials shall be stored with exhaust-only ventilation.

(6) All science classrooms shall be in compliance with the Montana Indoor Clean Air Act.

(7) All science classrooms shall have the proper safety equipment. For example, a chemistry laboratory should have a fire alarm, fire blanket, appropriate fire extinguisher(s), eye wash, goggles, and one-sided aprons. Gas supplies serving science laboratories shall have a master shut-off valve that is readily accessible to the instructor or instructor in charge. Electrical outlets must be ground-faulted .

Social Studies: Model Learner Goals

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to identify cultural characteristics such as social traditions, art forms, and language.

(b) Demonstrate some basic knowledge about important chronological events in local, state, national, and world history.

(c) Begin to provide examples of economic, cultural, political, and technological developments which have contributed to human progress.

(d) Begin to identify individuals who played historical roles.

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Explain how technology, economic activities, and learned patterns of behavior, such as prejudice, discrimination, conformity, and acceptance influence culture.

b) Demonstrate knowledge of the dynamics of preindustrial, transitional, industrial, and postindustrial societies.

(c) Explain how the characteristics of culture are manifested in history, economics, government, arts, sciences, and religion.

(d) Detail how invention, diffusion, and adaptation influence cultural change.
(e) Explain the biological, affectual, economic, and social functions of families.
(f) Demonstrate a knowledge of Montana history and of the state's diverse cultures.

HISTORY AND WORLD CULTURE MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Discuss the influence of social movements on the state, the nation, and the world.
(b) Analyze contemporary world issues in order to make decisions governing one's own personal life.
(c) Apply knowledge of history in determining plans of action for current and future concerns.
(d) Use his/her understanding of local, national, and world culture in addressing modern social problems.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) List some of the basic characteristics of the U.S. Constitution.

(b) Explain some of the freedoms contained in the Bill of Rights.
(c) Understand the basic functions of the U.S. government.
(d) Begin to identify different levels of government, such as city, county, state, tribal, and federal government.
(e) Explain some of the basic sources of law, such as congress and state legislatures.
(f) List basic public services provided by government.
(g) Experience involvement in his/her community through active participation in a community group.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 1 0.55.1 001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) List the functions of the three branches of government.
(b) Explain the need for and function of separation of powers and checks and balances.
(c) List the individual rights protected by the first ten amendments to the U.S. Constitution.
(d) Give reasons why the Bill of Rights was added to the Constitution.
(e) Explain how constitutional change is made.
(f) Discuss the characteristics of federalism.
(g) Identify how laws emanate from various authorities.
(h) Explain the difference between civil and criminal law.
(i) Discuss the importance of judicial review.
(j) Explain the need for and provision of due process of law.
(k) Discuss the fundamental principles of American democracy.
(l) Continue his/her involvement in community groups, organizations, or services.

LAW AND LEGAL RIGHTS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, students shall have had the opportunity to:

(a) Participate in the American political process by running for office, by working on campaigns, or by voting.
(b) Make informed political decisions based on knowledge and understanding of political philosophy, constitutional doctrine, and organization of local, state, and national governments.
(c) Apply an understanding of one's legal and civil rights in pursuing private and vocational endeavors.

ECONOMICS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Provide some basic examples of the relationship between economics and human needs.
(b) Cite some characteristics of supply and demand.
(c) List the roles of people in the division of labor.
(d) List basic economic systems, such as private enterprise and collective economies.

ECONOMICS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discuss the importance of economic goals, such as growth, employment, and efficiency.
(b) Explain the causes and effects of economic problems such as scarcity, credit, and resource allocation.
(c) Detail the relationship between specialization and careers and occupations.
(d) List the basic resources of production.
(e) Explain market interrelationships, such as cost/benefit, trade-offs, and distribution of goods and services.
(f) Detail the characteristics of market and command economic systems and traditional economies .

ECONOMICS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 1 0. 55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Understand how state and local taxes are both a product and a reflection of the economy.
(b) Use his/her mastery of economic concepts in the conduct of daily life.
(c) Make career decisions based on an understanding of the economic significance of particular vocational and professional positions.

GEOGRAPHY MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to list the basic characteristics of natural, physical, and cultural environments.
(b) Learn to explain the earth/sun relationship as an energy system.

(c) List the seasons.
(d) Explain the cause of night and day.
(e) Determine geographical location, such as position, site, and distance.
(f) Locate different cultural and physical regions.
(g) List the basic characteristics of climate.
(h) Identify the basic land forms and water bodies.
(i) Give examples of the need for and benefits of natural resource conservation.
(j) Provide examples of the influence of geography on population size and distribution.
(k) Provide examples of land use.
(l) Define habitat.
(m) List the characteristics and use of maps.

GEOGRAPHY MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discuss the interrelationships of environments, cultures, and weather and how people adapt to them.
(b) Explain the relationship of the earth and sun.
(c) Locate geographic positions, using latitude, longitude, strategic sites, and maritime and time zones.
(d) Detail the effects of ocean currents, wind, mountains, and other physical and climatic elements on weather.
(e) Explain the impact of geography on human settlement patterns.
(f) Detail and discuss the characteristics of Montana geography and locate critical sites.

GEOGRAPHY MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Demonstrate a knowledge of state, national, and world geography.
(b) Make civic, vocational, and private decisions guided by an understanding of various global environments and cultural settings.
(c) Analyze the importance of geographical implications when political and economic decisions are made.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Begin to identify the traits of socialization, such as psychological, individual, and group behavior.
(b) List individual responsibilities, such as honesty, tolerance, and compassion.
(c) List some of the basic social institutions, such as family, educational, and religious institutions.
(d) Identify some of the basic differences between individual values and group norms.
(e) Begin to discuss traits of interactive social processes, such as cooperation, competition, and conflict and how social roles of leadership, following, aggression, and submission affect these processes.
(f) Identify some social classes and social groups, including ethnic and minority groups.
(g) Give examples of social control, such as dependency, reward, and punishment.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Discuss and give examples of the reasons for socialization.
(b) Explain how basic differences between individual values and group norms impact social problems.
(c) Explain the relationship of economics, politics, science, and religion to social institutions.
(d) List examples of social interaction, such as peer pressure, group dynamics, assimilation, and accommodation
(e) Discuss how societies implement social control.

SOCIAL INSTITUTIONS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10. 55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Understand and appreciate diverse worldwide social institutions.
(b) Determine how current environmental, economic, and political changes affect various social changes throughout the world.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Classify information by sequence and in groups.

(b) Interpret information by stating relationships, noting cause and effect, drawing inferences, and predicting outcomes.

(c) Analyze information by organizing key ideas, separating major components, examining relationships, detecting bias, and comparing and contrasting ideas.

(d) Summarize information by restating major ideas and forming opinions.

(e) Synthesize information by communicating orally and in writing.

(f) Evaluate information by using criteria such as source, objectivity, and technical correctness.

(g) Apply decision-making skills by securing needed factual information, recognizing values, identifying alternative courses and consequences, and taking action.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Summarize information by combining critical concepts into a statement of conclusions and by stating a hypothesis.

(b) Synthesize information by proposing a new plan or system and reinterpreting events in terms of what might have happened.

(c) Use social and political participation skills to communicate effectively, recognize mutual relationships, set goals, plan, organize, and make decisions; keep informed, cooperate, negotiate, compromise, and accept responsibility.

CRITICAL THINKING, PROBLEM SOLVING, AND DECISION MAKING MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Develop an ability to classify, interpret, and analyze information in the pursuit of his/her career, civic responsibilities, and economic and private endeavors.

(b) Make decisions based on summarizing data and evaluating alternatives.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Identify key words and ideas and summarize them.

(b) Apply research skills such as questioning and the use of library and other resources to find answers.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Skim, outline, review, and take notes.

(b) Use the library and other resources for research, refine topic selection and organize and present information in written formats to verify data.

(c) Use technology appropriately, including databases.

STUDY AND RESEARCH SKILLS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Employ research, verbal, written, and technical skills in academic, career, and private endeavors.

SOCIAL STUDIES PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The social studies curriculum shall be developed and evaluated according to the standards for all program areas.

(2) Students shall be encouraged to take advantage of spontaneous curiosity as it occurs in order to foster learning from current issues and events.

(3) Teachers shall recognize the effectiveness of thematic units that integrate social studies into cross-curriculum learning.

(4) Instruction in the social studies shall take advantage of out-of-classroom programs and resource people, natural and field experiences, and public service activities that enhance student learning.

Vocational/Practical Arts: Model Learner Goals

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:

(a) Be aware of various careers open to all students without regard to gender stereotyping.

(b) Practically apply the oral and written communication skills related to vocational education.

(c) Apply introductory skills in technical literacy.

(d) Be aware of essential life and work skills, including acceptable social behavior, self-esteem, positive personal relationships, and respect for authority.

(e) Be introduced to the relationship between academic knowledge and practical application.

(f) Demonstrate introductory concepts, skills, attitudes, and values in traffic education.

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Be aware of a wide variety of careers and postsecondary experiences.

(b) Have a working knowledge of the skills, responsibilities, and applications of vocations.

(c) Build technical literacy skills.

(d) Develop a work ethic, which includes an understanding of the importance of health, time, money, and scarce resource management to life and work.

(e) Understand and appreciate the values of cooperation and a positive attitude in the world of work and an appreciation for quality workmanship.

(f) Demonstrate the relationship between academic knowledge and practical application.

(g) Consistently demonstrate basic concepts, skills, attitudes, and values in traffic education.

GENERAL VOCATIONAL/PRACTICAL ARTS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Assess the labor market for information essential to career decisions based on personal interests, ability, and aptitude.

(b) Show and use oral and written communication through work-related activities or simulations and apply the process of evaluation.

(c) Apply decision-making and critical-thinking skills through work.

(d) Integrate academic and technological concepts; apply technical literacy skills; access and interpret technological information and project it to the future; and integrate mathematical, scientific, and technical knowledge and concepts in areas of occupational interests.

(e) Apply academic and consumer skills to manage personal/work environment.

(f) Demonstrate and assess life skills and use leadership and citizenship skills.

(g) Demonstrate employment seeking skills (job search, interview, resume, etc.).

(h) Demonstrate procedural skills necessary for entry employment in his/her occupation and an appreciation for quality work.

(i) Consistently apply appropriate traffic education concepts, skills, attitudes, and values for a lifetime of safe roadway use.

PERSONAL/ADULT LIVING SKILLS MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in personal/adult living skills shall give the student the opportunity to:

(a) Identify the responsibilities and privileges that characterize adulthood; recognize various roles of adults; and recognize skills and processes essential to functioning as an adult.

(b) Given a problem situation, describe how the decision would be made if each of the processes and rules of decision making were followed.

(c) Given a description of how decisions were made in allocating resources, identify principles of resource use applied in the decision.

(d) List personal motivational sources and explain how they relate to personal management.

(e) Describe the benefits of a positive self-concept.

(f) Identify lifestyle choices as they exist today.

(g) Identify and describe stages of individual development and analyze family function in relation to that stage.

(h) Identify legal and moral commitments in beginning and ending a relationship.

(i) Explain the social and psychological forces involved in mate selection.

(j) Analyze male and female roles in a marriage.

(k) Identify issues an individual and his/her future mate should discuss prior to marriage.
(l) Describe family roles, functions, and interactions.
(m) Recognize the normalcy and function of conflict in marriage and assess the resources available to help couples resolve conflict.
(n) Describe the effect of employment on family life.
(o) Interpret his/her attitude toward divorce as it will affect attitudes toward marriage.
(p) Identify several factors involved in the decision to parent.
(q) Describe child abuse and neglect; analyze causes and effects of child abuse and neglect; and identify services and legal aid available to the abused and abuser.
(r) Interpret the role patterns of foster, adoptive, and step-parents.
(s) Describe reasons for one-parent families.
(t) Describe the growth and development of infants and children.
(u) Describe the important influences on prenatal development.
(v) Identify problem behavior in children in an effort to determine the goal of misbehavior and suggest positive techniques for guiding children's behavior.
(w) Identify personal and family crises and describe resources which can help in coping with crisis.
(x) Analyze the wise use of credit.
(y) Design a budget for managing income and expenses.
(z) Identify the financial services available to manage personal income.
(aa) Appraise his/her need for life, health, auto, and property insurance.
(bb) Evaluate housing choice based on personal needs.

AGRICULTURAL EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Agriculture education develops entry-level knowledge, skills, attitudes, and experiences in agricultural business and production, including supplies and services and agricultural products, processing, resources, and mechanics, and horticulture or forestry. Agriculture education prepares the student for further education for self-employment or for other entry-level jobs at semi-skilled, skilled, or technical levels.

(1) If offered, a course of study in agriculture shall give the student the opportunity to:
(a) Be able to select self-employment or an appropriate career in the area of agricultural business and production, including mechanics, supplies and services, products and processes, resources, or in horticulture or forestry.
(b) Display leadership, citizenship, and cooperation developed through membership and participation in civic and vocational organizations.
(c) Demonstrate knowledge, skills, attitudes, and practical experience as determined through task analysis for self-employment or for entry-level employment in:
(i) Basic soils management; plant growth and reproduction; field crop production, marketing, and management; range management; horticulture; and forestry.
(ii) Selection, breeding, and rearing of commercially important species of livestock; animal nutrition, health, and care; and the profitable management and marketing of livestock.
(iii) Agricultural mechanization, including safety and care of hand and power tools, welding equipment, basic electricity, basic and applied power and farm machinery.
(iv) Agricultural management, marketing, and economic principles; and business financial planning, including leasing, credit, depreciation, and machinery economics.
(v) Propagation, management, and marketing of economically important horticulture crops.
(vi) Forestry production, transportation, processing, marketing, and distribution.

BUSINESS AND OFFICE EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Business and Office Education prepares students for directing, planning, organizing, and controlling all business and office systems and procedures. The program prepares students to use and apply the latest technologies in fulfilling their duties and responsibilities in a variety of work settings.

(1) If offered, a course of study in business and office education shall give the student the opportunity to:
(a) Demonstrate the skills needed to apply for and obtain employment in one of the appropriate occupational areas (accounting, bookkeeping, banking, data processing, office supervision and management, secretarial, typing, general office, word information processing, electronic communications, general business, and related occupations).
(b) Demonstrate knowledge of society's business economy and consumer systems.

(c) Use equipment and technology that is currently used by industry.
(d) Demonstrate the knowledge, skills, and attitudes necessary and appropriate for the business world.
(e) Adapt and adjust to the changing needs and requirements of his/her occupation and of the business world in general, using tools such as employment projections and predictions.
(f) Display leadership, citizenship, and cooperation developed through membership and participation in civic and vocational organizations.
(g) Develop an understanding of the importance of lifelong learning and continued acquisition of appropriate skills.

HOME ECONOMICS AND HOME ECONOMICS WAGE EARNING MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Home economics education provides skills for home and family living and prepares students for home economics wage earning occupations.

Consumer and homemaking programs help students establish and maintain a successful home and family life. Students learn management, priority setting, and interpersonal relationships skills in child development, family relations, clothing and textiles, foods and nutrition, housing, and consumer education.

Wage earning home economics provides education for gainful employment in an occupation related to home economics. Wage earning programs are offered through secondary coursework and on-the-job experience.

(1) If offered, a course of study in home economics shall give the student the opportunity to:
(a) Be able to use skills which improve the quality of individual and family life.
(b) Apply effective strategies for his/her future roles as employee/employer and home manager.
(c) Use technology to meet personal and family needs.
(d) Use applied learning to develop transferable job skills.
(e) Develop an awareness of careers related to home economics.
(f) Understand the world of work through entrepreneurship.
(g) Understand the role of home economics and the family in economic development and worker productivity.
(h) Develop consumer competence.
(i) Develop leadership through civic and vocational organizations.

PREVOCATIONAL INDUSTRIAL/TECHNOLOGY EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Industrial arts and technology education includes trade and industrial education and prevocational industrial arts, now in transition to a new curricular emphasis, Technology Education. Instruction covers occupations in communication, construction, manufacturing, and power/transportation.

(1) If offered, a course of study in prevocational industrial/technology education shall give the student the opportunity to:
(a) Be able to make informed and meaningful career and education choices relating to careers in construction, manufacturing, communication, and power/transportation.
(b) Understand the importance of technology as it affects work and daily life, including the use of tools, how science and technology are related, and the ethical, sociological, and environmental issues technology has raised.
(c) Understand that technology influences the future and requires personal and occupational adjustment.
(d) Work with tools, materials, processes, and technical concepts safely and efficiently.
(e) Make wise consumer decisions.

VOCATIONAL INDUSTRIAL EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) If offered, a course of study in vocational industrial education shall give the student the opportunity to:
(a) Perform entry-level tasks and possess the skills and knowledge of current technology necessary to succeed in a trade or industrial occupation equivalent to a second-year apprentice level.
(b) Use tools and equipment safely and promote a work environment that reduces hazards.
(c) Demonstrate knowledge of the related science and math concepts and communication skills.

MARKETING EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)

Marketing education gives students the training and direct experiences needed for meaningful work and lifelong learning in wholesale and retail marketing. It prepares students to improve marketing practices; contribute to their community's economic development; and understand the value and responsibilities of entrepreneurism.

(1) If offered, a course of study in marketing shall give the student the opportunity to:
(a) Identify careers in marketing and in the interests, aptitudes, personal qualities, and other information necessary to make informed career choices.
(b) Demonstrate the skills needed to successfully obtain and maintain employment in marketing occupations.
(c) Identify the basic features of the American economic system and their impact on business practices.
(d) Understand the purpose and use of marketing research.
(e) Identify the main types of business ownership and the elements needed for a successful business venture.
(f) Apply fundamental mathematics skills to problems encountered in marketing occupations.
(g) Understand how to purchase goods for resale and the terminology used by product buyers.
(h) Understand merchandise handling and inventory procedures used in businesses.
(i) Apply the elements of design and principles of arrangement to the sales promotion areas of advertising and display.
(j) Demonstrate how to satisfy customer needs through the use of selling techniques.
(k) Complete and record sales transactions accurately.
(l) Apply management theories to business situations.

TRAFFIC EDUCATION MODEL LEARNER GOALS (In accordance with ARM 10.55.603 and ARM 10.55.1001)
(1) Traffic education shall be an integrated K-12 curriculum that develops the concepts, skills, attitudes and values needed for a lifetime of safe, drug-free, courteous, and efficient use of roadways, as a passenger, pedestrian, bicyclist, or motor vehicle operator.
(2) If offered, a course of study in traffic education shall give the student the opportunity to:
(a) Demonstrate an awareness that one's physical, emotional, and mental health are essential to the proper use of streets and highways.
(b) Use the fundamental processes learned in earlier years.
(c) Understand how to use road maps, how to read and interpret instructions, and how to compute speed and stopping distances; understand the laws of motion.
(d) Understand that a person who can operate a vehicle safely and efficiently is a worthy family member, since American families depend on the automobile for a variety of occupational and recreational uses.
(e) Be prepared to use a motor vehicle for occupational and recreational purposes.
(f) Develop good citizenship by complying with laws; by exercising civic responsibility for improving laws through legislation; and by practicing the habits of fair play, courtesy, and maintenance of property.
(g) Understand a driver's responsibility for the safety of others and exercise a respect for road ethics and the law.

VOCATIONAL/PRACTICAL ARTS PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Vocational/practical arts curricula shall be developed and evaluated according to the standards for all program areas.
(2) The school district shall make an effort to give faculty time for preparing grant applications and funding and budgeting resources.
(3) The school district shall ensure that all programs, resources, and facilities meet applicable safety and health standards and that class size and time provide for reasonable safety and optimal use of equipment and facilities.

Library/Media: Model Learner Goals

INFORMATION ACCESS MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001)

The library/media center gives students access to information and resources in a variety of formats. It helps them develop the skills needed for lifelong learning in an information-based society.

(1) By the end of the primary level, the student shall have had the opportunity to:
(a) Demonstrate good library citizenship, such as caring for and returning materials, and express a sense of ownership of his/her school library/media center.

(b) Be aware of the library catalog and possess the beginning skills to identify and locate print and nonprint materials.

(c) Know what reference means and that there are sources for reference; have beginning skills to use references such as dictionaries and encyclopedias.

(d) Translate information from print and nonprint resources.

(e) Conduct research by selecting a topic and finding information on that topic.

(f) Identify people in the community as sources of information.

INFORMATION ACCESS MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have been given the opportunity to:

(a) Be aware of the types of libraries and of the unique nature of libraries in a free society.

(b) Locate materials which fulfill assignments and satisfy personal interests.

(c) Be aware of types of basic reference sources (encyclopedias, dictionaries, almanacs, atlases, periodical indexes, subject encyclopedias, subject dictionaries and data bases).

(d) Gather, analyze, select, and use materials.

(e) Select a topic, find a variety of information sources on that topic, summarize, paraphrase, evaluate, synthesize, and present the information in a new form while citing sources.

(f) Identify sources of information in the community.

INFORMATION ACCESS MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:

(a) Understand and appreciate the role of information in a free society.

(b) Access print and nonprint materials effectively and efficiently for individual and group needs.

(c) Identify, locate, and use basic and specialized reference sources and data bases.

(d) Apply critical-thinking and problem-solving skills in selecting, evaluating, and using information.

(e) Identify community resources and access information networks and other resource centers.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: PRIMARY (See also "Communication Arts" program standards) (In accordance with ARM 10.55.603 and ARM 10.55.1001)

The library/media center enables students to develop as critical leaders and viewers and to use technology to express ideas.

(1) By the end of the primary level, the student shall have had the opportunity to:

(a) Know that information can be delivered by a variety of technologies.

(b) Be able to use technology for the creative expression of ideas.

(c) Know the difference between factual and imaginary.

(d) Understand that a variety of people, such as authors, illustrators, publishers, are involved in the creation and production of books and other media.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:

(a) Request information in a variety of formats and from a variety of technologies; select formats appropriate for his/her learning style.

(b) Use technology for the creative expression of ideas.

(c) Begin to evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

(d) Appreciate aesthetically a variety of media.

(e) Understand that many people, such as authors, illustrators, and publishers, collaborate in the production of books and other media and own the material through copyrights.

INFORMED AND CREATIVE USE OF MEDIA AND TECHNOLOGY MODEL LEARNER GOALS: UPON GRADUATION (1) Upon graduation, the student shall have had the opportunity to:

(a) Select materials in a variety of formats, delivered by a variety of technologies.

(b) Use technology for the creative expression of ideas.

(c) Evaluate appropriate print and nonprint media for accuracy, relevance, and bias.

(d) Appreciate aesthetically a variety of media.
(e) Use information legally and ethically.

Appreciation and Enjoyment of Literature

For integral learner goals in the literary arts, see the "Communication Arts" and "Fine Arts" program areas.

LIBRARY/MEDIA PROGRAM DEVELOPMENT (1) The library/media program shall be developed and evaluated according to the standards for all program areas.
(2) The library/media program shall have a collection development policy.
(3) The school shall cooperate with other libraries through resource sharing.
(4) Each school shall have a centralized library/media collection that includes print and nonprint materials that are readily accessible to students and staff. The collection shall be:
(a) Selected by professionals to meet the learner goals, curricular needs, and student recreational needs.
(b) Culturally diverse.
(c) Centrally based, inventoried, and catalogued.
(d) Sufficient to meet the professional needs of the staff.
(e) Current and adequate to meet the learner goals, curricular requirements, and recreational needs of the students.

Guidance: Model Learner Goals

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Develop a positive self-image, personal initiative, and physical independence.
(b) Experience security in his/her school environment.
(c) Be able to identify and express feelings.
(d) Develop decision-making skills and accept responsibility for his/her decisions.

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to develop:
(a) A sense of conscience, morality, personal value, and self-worth.
(b) A positive and realistic self-concept.
(c) An acceptance of sexuality and physical image.
(d) Self-direction and independence.
(e) Appropriate ways to express feelings.
(f) Strong decision-making skills and an acceptance of responsibility for his/her decisions.

GUIDANCE: PERSONAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, a student shall have had the opportunity to:
(a) Develop personal independence as a responsible adult.
(b) Identify and use resources that help him/her cope successfully with life's complexities.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55. 1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Share experiences and manage school, family and social concerns.
(b) Develop a sense of belonging.
(c) Understand and appreciate the rights of others.
(d) Understand that other people have feelings.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Gain a sense of social recognition.

(b) Have the opportunity to establish close peer relationships.
(c) Recognize and respect the fact that different people have different values and systems of values.

GUIDANCE: SOCIAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Develop a sense of responsibility to self, others, and society.
(b) Use abilities and skills in establishing and maintaining family, peer, and community relationships.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Realize the meaning and value of learning.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to develop:
(a) Skills with which to form goals.
(b) An awareness of the need for lifelong learning.
(c) Motivation for achievement of personal goals.

GUIDANCE: EDUCATIONAL DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Formulate and attain realistic long-term goals.
(b) Strengthen his/her awareness of the need for lifelong learning.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: PRIMARY (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the primary level, the student shall have had the opportunity to:
(a) Understand the nature and values of occupations at home, school, and within the community.
(b) Develop an awareness of his/her emerging interests and talents and their relationship to occupations.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: INTERMEDIATE (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) By the end of the intermediate level, the student shall have had the opportunity to:
(a) Assess individual values, interests, aptitudes, and abilities and their relationship to career development.
(b) Increase his/her understanding of the components of career planning.
(c) Begin in-depth exploration of career fields and specific occupations.

GUIDANCE: CAREER DEVELOPMENT MODEL LEARNER GOALS: UPON GRADUATION (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) Upon graduation, the student shall have had the opportunity to:
(a) Use career guidance information and resources to plan for postsecondary education, vocational training, and/or work.

GUIDANCE PROGRAM DEVELOPMENT (In accordance with ARM 10.55.603 and ARM 10.55.1001) (1) The guidance program shall be developed and evaluated according to the standards for all program areas.
(b) The school shall ensure confidentiality and privacy for counseling and the security of guidance records.

APPENDIX B

APPENDIX B

All teachers shall hold a valid Montana teaching certificate. The following is clarification for teaching assignments in departmentalized settings in grades 5-12.

If you are teaching in the following subjects:	**You must be endorsed in: (subject & code number)**	**Specific credit requirement:**
Art	Art (83 or 84)	
Business English	English (20) or Business Education (70, 71 or 72)	
Business Law	Business Education (70, 71 or 72)	
Business Mathematics	Mathematics (40) or Business Education (70, 71 or 72)	
Business—General	Business Education (70, 71 or 72)	
Business—Shorthand, Steno	Business Education (70)	
Business—Typing	Business Education (70 or 71)	
Business—Bookkeeping	Business Education (70, 71 or 72)	
Civics	Social Science (10) or Political Science (15) or History-Political Science (17)	15 quarter credits in U.S. government if endorsed in (10)
Dramatics	English (20) or Dramatics (22) or Speech-Drama (25)	15 quarter credits in drama if endorsed in (20)
Economics	Social Science (10) or Economics (12) or Economics-Sociology (16)	15 quarter credits in economics if endorsed in (10)
English-Language Arts	English (20)	
Foreign Language	Appropriate foreign language endorsement (31 through 39)	
Geography	Social Science (10) or Geography (14)	15 quarter credits in geography if endorsed in (10)
Gifted and Talented	Appropriate subject area	
Government	Social Science (10) or History (11) or Political Science (15) or History-Political Science (17)	15 quarter credits in U.S. government if endorsed in (10) or (11)
Guidance	Guidance (94 or 97)	
Health	P.E. & Health (91 or 92) or Health (93)	15 quarter credits in health if endorsed in (91) or (92)
History	Social Science (10) or History (11) or History-Political Science (17)	15 quarter credits in history if endorsed in (10)
Journalism	English (20) or Journalism (23)	At least 1 course in journalism if endorsed in (20)
Library	Library (24 or 26)	
Music	Music (81 or 82)	
Native American Studies	Any endorsement	Effective 1986, 15 quarter credits in Native American Studies if certified as a teacher at the level offered. The utilization of a qualified Native American resource person under the supervision of a certified teacher can be used in lieu of the 15 credit requirement.
Physical Education	P.E. & Health (91 or 92)	
Problems of Democracy	Social Science (10) or Political Science (15) or History-Political Science (17)	15 quarter credits in government if endorsed in (10)
Psychology	Social Science (10) or Psychology (96)	15 quarter credits in psychology if endorsed in (10)

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Reading	Reading (27) or English (20)	15 quarter credits in reading if endorsed in (20)
Science—General	Science (50) or any two science endorsements (51 through 56)	
Science—Biology	Science (50) or Biological Science (52) or Biology (55)	15 quarter credits in biology if endorsed in (50)
Science—Chemistry	Science (50) or Physical Science (51) or Biological Science (52) or Chemistry (54) or Biology (55)	15 quarter credits in chemistry if endorsed in (50), (51), (52) or (55)
Science—Earth	Science (50) or Earth Science (56)	15 quarter credits in earth science if endorsed in (50)
Science—Physical	Science (50) or Physical Science (51) or Chemistry (54) and Physics (53)	15 quarter credits in physical science if endorsed in (50)
Science—Physics	Science (50) or Physical Science (51) or Physics (53)	15 quarter credits in physics if endorsed in (50) or (51)
Social Science—General (Social Studies)	Social Science (10) or any two social science endorsements (11 through 17)	
Sociology	Social Science (10) or Sociology (13) or or Economics-Sociology (16)	15 quarter credits in sociology if endorsed in (10)
Special Education	Special Education (95 or 98)	
Speech Communication	English (20) or Speech Communication (21) or Speech-Drama (25)	15 quarter credits in speech if endorsed in (20)
Traffic Education	Traffic Education (99) or any endorsement with the appropriate approval from the Traffic Education Department at OPI.	Initially 12 quarter credits in traffic education to include basic and advanced traffic education are required without the 99 endorsement
Chapter 1—Identified and Funded Suppiemental and Remedial Programs		
Remedial Math—Elementary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
Remedial Math—Secondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or Mathematics (40) on a secondary certificate	
Remedial Reading—Elementary	Elementary Education (00) or Reading (27) or Special Education (95 on an elementary certificate or 98)	
Remedial Reading—Secondary	Elementary Education (00) or Reading (27) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	15 quarter credits in reading if endorsed in (20)
Remedial Language Arts—Elementary	Elementary Education (00) or Special Education (95 on an elementary certificate or 98)	
Remedial Language Arts—Secondary	Elementary Education (00) or Special Education (95 on a secondary certificate or 98) or English (20) on a secondary certificate	
Trades and industries: Teachers of subjects which quaiify for vocationai reimbursement may be required to have additionai specific courses and work experience.		
Auto Body	I.A. (62) or T & I (65-Auto Body) or Class 4-Auto Body	15 quarter credits in auto body if endorsed in (62)
Auto Mechanics	I.A. (62) or T & I (65-Auto Mechanics) or or Class 4-Auto Mechanics	15 quarter credits in auto mechanics if endorsed in (62)
Building Trades	I.A. (62) or T & I (65-Building Trades) or Class 4-Building Trades	9 quarter credits in construction if endorsed in (62). Does not include woodworking.

If you are teaching in the following subjects:	You must be endorsed in: (subject & code number)	Specific credit requirement:
Electronics	I.A. (62) or T & I (65-Electronics) or Class 4-Electronics	9 quarter credits in electronics if endorsed in (62)
Graphic Arts	I.A. (62) or Art (83 or 84) or T & I (65-Graphic Arts) or Class 4-Graphic Arts	6 quarter credits in graphic arts if endorsed in (62, 83 or 84)
Machine Shop	I.A. (62) or Class 4-Machine Shop	10 quarter credits in machine shop if endorsed in (62)
Mechanical Drawing or Drafting	I.A. (62) or T & I (65-Drafting) or Class 4-Drafting	6 quarter credits in mechanical drawing if endorsed in (62)
Metal Working	I.A. (62) or Class 4-Metals	15 quarter credits in general metals if endorsed in (62)
Power Mechanics (includes energy & transportation)	I.A. (62) or Class 4-Power Mechanics	10 quarter credits in power mechanics if endorsed in (62)
Small Engines	I.A. (62) or T & I (65-Auto Mechanics) or Class 4-Small Engines	5 quarter credits in small engines if endorsed in (62)
Welding	I.A. (62) or T & I (65-Welding) or Class 4-Welding	10 quarter credits in welding if endorsed in (62)

APPENDIX B
MONTANA CERTIFICATION CODE

CODES

Class of Certificate

1	Class 1 Teaching
2	Class 2 Teaching
3	Class 3 Administrative
4	Class 4 Vocational
5	Class 5 Provisional
6	Class 6 Specialist
8	Life (no longer issued)
9	Other*

Level of Endorsement

1	Elementary (K-8)
2	Secondary (7-12)
3	Elementary and Secondary (K-12)
8	Secondary (5-12)
9	Other*

ADMINISTRATIVE ENDORSEMENTS

01	Elementary Principal (K-8)
02	Secondary Principal (7-12)
03	Superintendent (K-12)
04	Supervisor (K-8)
05	Supervisor (7-12)
06	Supervisor (5-12)
07	Supervisor (K-12)
08	Secondary Principal (5-12)

SPECIALIST ENDORSEMENTS

09	School Psychologist
00	Elementary Curriculum
10	Social Science
11	History
12	Economics
13	Sociology
14	Geography
15	Political Science (includes American Government)
16	Economics—Sociology
17	History—Political Science
20	English
21	Speech—Communication
22	Dramatics
23	Journalism
24	Library**
25	Speech—Drama
26	Library (K-12)
27	Reading (K-12)
31	French
32	Spanish
33	German
34	Russian
35	Latin
36	Other*
39	Foreign Language
40	Mathematics
41	Computer Science
42	English as a Second Language (K-12)
43	French (K-12)***
44	Spanish (K-12)***
45	German (K-12)***
46	Russian (K-12)***
47	Latin (K-12)***
50	General Science
51	Physical Science
52	Biological Science**
53	Physics
54	Chemistry
55	Biology
56	Earth Science
61	Agriculture
62	Industrial Arts
63	Home Economics
64	Distributive Education
65	Trade and Industry*
67	Other*
70	Business Education (with typing and shorthand)
71	Business Education (with typing)
72	Business Education**
81	Music (K-12)
82	Music**
83	Art (K-12)
84	Art**
91	Physical Education and Health (K-12)
92	Physical Education and Health**
93	Health
94	Guidance and Counseling**
95	Special Education**
96	Psychology
97	Guidance and Counseling (K-12)
98	Special Education (K-12) (Exceptional Children)
99	Traffic Education
*	_____ Specify
*	_____ Specify

**No longer initially issued.
*** Available July 1, 1992

APPENDIX C

Reserved

Codes, Regulations and Laws

APPENDIX D

Glossary

APPENDIX D
GLOSSARY

IMPORTANT:
Definitions of terms found within this glossary relate only to the rule(s) as cited.
Definitions are <u>not</u> a substitute for rules.

ALTERNATIVE STANDARD— (Rules 10.55.604, 704.3, 709.3, 710.4, 711.2, 907.1) An innovative program or modification that clearly is equal or better than what is accomplished by the present minimum accreditation rule(s). Note: Approval must be granted by the Board of Public Education prior to the incorporation of an alternative standard.

ASSESSMENT—(Rules 10.55.602.1i, 603.4 & .5) Local assessment used to monitor and measure the effectiveness of the instructional program and/or to assess student progress toward achieving local learner goals in content and data, skills, critical thinking and attitude.

ADMINISTRATIVE ASSISTANT—Means assistant administrator, a person who holds a bachelor's degree, a current Montana teaching certificate and (a) is enrolled in a planned program leading to endorsement with an accredited college or university, or (b) presents evidence of enrollment in an administrative or supervisory intern program approved by the Board of Public Education, or (c) currently holds an appropriate administrative or supervisory endorsement. Assistant administrators lacking an appropriate administrative or supervisory endorsement may observe and supervise but shall not formally evaluate certified staff except as authorized by the Board of Public Education.

BUILDING ADMINISTRATOR—(Rules 10.55.602.1a, 703.1, 704, 705.2, .3) A person who is a part of the school's administrative or supervisory staff and who holds a class 3 certificate denoting the appropriate level(s) and endorsement(s) that accurately reflect administrative responsibility and/or assignment.

DISTANCE LEARNING—(Rules 10.55.602.1d, 907.1) Instruction which takes place when the learner is distant from the instructor and/or instructional materials. Districts wishing to use distance learning as part of the instructional program must apply for an alternative standard approval.

DISTRICT(S)—(Rules 10.55.602.1b & g, 603, 701, 704, 705, 709, 710, 714, 802.1, 805.5, 905, 907)

COUNTY HIGH SCHOOL DISTRICT is a four-year high school operated as an agency of county government and established under the provisions of the acts of March 3, 1899, March 14, 1901, and any subsequent amendments thereto. (*School Laws of Montana*, 20-6-501)

COMBINED ELEMENTARY AND HIGH SCHOOL DISTRICT is an elementary district and a high school district which are combined for district administration purposes.

INDEPENDENT ELEMENTARY SCHOOL DISTRICT is a district organized for the purpose of providing public education for all or any combination of grades kindergarten through eight.

EFFECTIVE SCHOOLING PRACTICES—(Rule 10.55.602.1e) Means schooling practices which include a clearly defined curriculum; focused classroom instruction and management; fair, consistent discipline; close monitoring of student performance; high expectations for all students and strong instructional leadership.

EVALUATE/EVALUATION—(Rule 10.55.705.3) Evaluation (i.e., summative evaluation) serves as an end, a judgment of performance on which to base the teacher's promotion, termination/dismissal and other personnel actions. Evaluation is the responsibility of an administrator with appropriate endorsement or is allowed by statutory authority.

FTE CERTIFIED STAFF—(Rules 10.55.704, 705, 709) Full-time equivalent staff that are supervised and evaluated by the district and shall not include personnel supervised and evaluated by contractual arrangements; i.e., cooperative services.

FOLLOW-UP STUDIES—(Rule 10.55.603.6) A statistically significant sampling of interdistrict and intradistrict transfers, graduates and drop-outs.

HEALTH ENHANCEMENT—(Rules 10.55.713.2b & c, 902, 903, 904, 905) A comprehensive program that combines and includes the disciplines of health and physical education.

INSTRUCTIONAL AIDE—(Rule 10.55.707.5) An instructional aide may be certified or non-certified and is employed by a school district to assist in instructional areas under the supervision of properly certified staff.

LEARNER GOALS—(Rules 10.55.602.1h, 603, 604) Except where reference is made to "learner goals set forth in the program area standards" means "local learner goals" as developed by the local school board, community, and educators and provided to the Office of Public Instruction, are the attitudes, concepts, skills, and knowledge which students are given the opportunity to acquire during their K-12 schooling. They are to be developed progressively through three checkpoints:

(i) completion of the primary level (typically, at the end of grade 3);
(ii) completion of the intermediate level (typically, at the end of grade 8);
(iii) upon graduation (typically, the completion of grade 12). Program areas designed by the Board of Public Education in the accreditation standards will have locally developed learner goals which shall be based upon the model learner goals (Appendix A) as approved by the Board of Public Education and provided by the Office of Public Instruction.

MODEL LEARNER GOALS—(Rule 10.55.602.1h) Refer to Appendix A.

OPPORTUNITY—(Rules 10.55.901, 902, 903, 904) Means that the program areas must be a part of the school's curriculum and scheduled at a time when students have reasonable access to enroll.

PROGRAM AREA(S)—(Rules 10.55.602.1.h (second paragraph), 603, 603.2, 803.1) Means "program areas" as required by Rules 10.55.1001 through 10.55.1901.

REGULARLY EMPLOYED—(Rule 10.55.701.5) Services which are of a routine, usual and customary nature. Regularly employed does not include those services which fulfill the duties of a regularly employed teacher who is unable to fulfill his or her duties for a period not to exceed 30 continuous teaching days. Reference: A.R.M. 10.57.108, substitute teaching.

SCHOOL—(Rules 10.55.601, 603.3, .5 & .6, 605, 705, 709, 710, 711, 713, 805, 901, 902, 903, 904) For accreditation purposes, is an educational program offering designated by the local board of trustees satisfying one of the categories listed below:

ELEMENTARY SCHOOL comprises the educational program of any combination of kindergarten, other preschool program, or the first eight grades or their equivalents. (*School Laws of Montana*, 20-6-501)

SEVENTH AND EIGHTH GRADES BUDGETED AT HIGH SCHOOL RATES AND JUNIOR HIGH—Seventh and eighth grades means the basic education program for grades 7 and 8 budgeted at high school rates that gives students the opportunity to meet the required program area standards. Grades 7 and 8 shall not be considered as elementary in relation to funding or accreditation program requirements. (Rules 10.55.708, 709, 710, 713, 902, 906)

JUNIOR HIGH comprises the educational programs for grades 7 through 9 or their equivalents that have received prior approval as a junior high school under the provisions of *School Laws of Montana*, 20-6-505 and 20-7-102.

MIDDLE SCHOOL comprises the educational programs for grades 4 through 8 or any combination thereof that have received prior approval as a middle school under the provisions of *School Laws of Montana*, 20-6-507 and 20-7-102. Grades 7 and 8 or their equivalents shall not be considered as elementary in relation to funding or accreditation program requirements. (Rules 10.55.708, 709, 710, 713, 902, 906)

HIGH SCHOOL comprises the educational programs for grades 10 through 12 or their equivalents and which are operated in conjunction with a junior high school or comprise the educational programs for grades 9 through 12 or their equivalents. (*School Laws of Montana*, 20-6-501)

STUDENT(S)—(Rules 10.55.603.6, 704, 705, 709, 710, 711, 712, 803, 805, 901, 902, 903, 904, 905, 906, 907) Means individuals enrolled in a K-12 configuration or otherwise incorporated into that configuration as required by law, i.e., pre-kindergarten.

SUPERVISE—(Rule 10.55.705.3) A formative evaluation process which serves as a means to help teachers improve their performance. This process includes ongoing communications between the supervisor and the teacher with the focus on improving not only the teacher's performance, but the overall educational program as well.

TRAFFIC EDUCATION—(Rule 10.55.1701) Instruction in traffic laws and regulations, in the acceptance of personal responsibility on the public highways, in the causes and consequences of traffic accidents, and in the skills necessary for the safe operation of bicycles and motor vehicles. Traffic education includes, but is not limited to: driver education, motorcycle safety education, bicycle safety education, passenger safety education and pedestrian safety education.

WHOLE LANGUAGE ENVIRONMENT—(Rule 10.55.1101.1b) A learning environment which integrates communication skills in all subject areas and that gives students extensive opportunities to use these skills in meaningful contexts.

APPENDIX E

Student Records

GUIDELINES FOR STUDENT RECORDS

Requirements

Clarifications

Grades K-12

Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
P.O. Box 202501
Helena, MT 59620-2501

INTRODUCTION

The basic mandates for student records are:

1. Standards for Accreditation of Montana Schools, Montana Board of Public Education.
2. Family Educational Rights and Privacy Act (FERPA) of 1974 and its implementing regulations.
3. Public Law 94-142 laws and regulations for special education.
4. Montana laws and administrative rules pertaining to special education. (See Special Education Reference Manual.)

REQUIREMENTS

Each school district and educational agency maintaining student records must:

1. Formulate and adopt institutional policy and procedures concerning student records (FERPA, Reg. 99.5).

2. Annually notify parents and student in attendance or eligible students (attained 18 years of age and in attendance) of their rights pertaining to student records (FERPA, Reg. 99.6).

3. Keep permanent file of student records (Standards of Accreditation, ARM 10.55.2002).

4. Maintain separate special education records [Standards of Accreditation, ARM 10.55.2003(1) and Special Education Reference Manual, 14.2(2)(a-c), ARM 10.16.1002].

5. Establish written procedures for the destruction of confidential records (Special Education Reference Manual 14.3, ARM 10.16.1003).

6. Maintain a record of each request and each disclosure of personally identifiable information from the education records of a student (FERPA, Reg. 99.32).

7. Provide public notice that directory information is to be developed (FERPA, Reg. 99.37).

8. Permit the parent of a student or an eligible student to inspect and review the education records of the student. Must comply with request within a reasonable time, but in no case more than 45 days after the request has been made (FERPA, Reg. 99.11).

9. Amend the education records of a student upon an approved request by parent or eligible student. The request is authorized when parent or eligible student believes the information is inaccurate or misleading or violates the privacy or other rights of the student. When a decision if made not to amend records, the parent or eligible student must be informed of their right to hearing (FERPA, Reg. 99.20).

10. Establish procedures for and conduct a hearing as required when parent or eligible student appeals the denial to amend a student's educational records (FERPA, Reg. 99.22).

CLARIFICATIONS

Transfer of Education Records

1. Written consent is not required to send records when the transferring school has a notice in its policies that it forwards education records on request to a school in which a student seeks or intends to enroll (FERPA, Reg. 99.31).

2. Special education records, including speech pathology, meet the definition of education records and must be included with the cumulative folder and other education records upon request of the gaining school (OPI clarification).

Rights of Noncustodial Parents

In the case of divorce or separation, a school district must provide access to education records to both custodial and noncustodial parents, unless there is a legal binding document that specifically removes that parent from FERPA rights (statement from FERPA office).

Sole Possession Records

To classify any record maintained by a staff member and directly related to a student as a sole possession record (exempt from parent or student access, challenge and control), an education agency or institution must make certain the record meets the following test:

1. It must be a private note created solely by the individual possessing it;

2. it must be a personal memory aid; and

3. the information contained in the note must not be accessible or revealed to any other person (including the student), except to the possessor's temporary substitute (statement from FERPA office).

Confidentiality Requirements of the Education of the Handicapped Act (EHA)

1. Under the EHA/Part B regulations, the term "children" includes children aged zero through 21, including those who have not yet become students—i.e., preschool or unserved. FERPA refers to "students" or "eligible students."

2. EHA/Part B regulations apply to all agencies in-

volved in the state's identification, location, evaluation and education efforts. FERPA is applicable only tot hose students in attendance at education agencies and institutions receiving funds from programs administered by departments of education.

3. Specific notification to parents that data will be collected on their children is required under EHA/ Part B, and the parents' right to access is more extensive.

4. The EHA/Part B regulations concerning parental consent before release of personally identifiable information modify the FERPA requirements.

5. Specific safeguards to protect the confidentiality of personally identifiable information at all stages (storage, disclosure and destruction) are required by EHA/Part B, which also specifies procedures relating to the destruction of information after the need for such material has expired.

6. The severity of disability, in addition to the child's age, must be considered under EHA/Part B regulations in connection with the transfer of privacy rights from a parent to an 18-year-old student.

7. The state education agency is required under EHA/ Part B regulations to have specific sanctions it can use to ensure implementation of the confidentiality requirements (Education for the Handicapped Law Report), editorial explanation).

Students Under Age 18—Right of Access

Each district should adopt a policy for access of student records by students under 18. Federal regulations do not preclude school districts from according students rights in addition to those accorded to parents of students [FERPA, Reg. 99.4(a)].

Withholding Transfer of Records

Transfer of records cannot be held up for nonpayment of education fees—i.e., fee charges for lab, library books, shops, etc. (OPI legal counsel opinion).

Applicability to Private Schools

Private schools are subject to FERPA regulations if they receive funds under any federal program. FERPA is not applicable solely because students attending the school receive services under a federal program through another institution (FERPA, Reg. 99.1).

Computerized Data Base

Information stored in computers is subject to the provisions of FERPA and to state laws and rules pertaining to confidentiality (OPI clarification).

Access Rights

The parents of a student or eligible student who is or has been in attendance may inspect and review the student's education records (FERPA, Reg. 99.11 and 99.3). Persons who may have access to personally identifiable information without prior consent are listed in FERPA, Reg. 99.31. Among those listed are:

1. State education authorities.

2. Persons connected with financial aid which the student has applied for or has received.

3. Organizations conducting studies for or on behalf of education agencies or institutions for the purpose of developing, validating or administering predictive tests, administering student aid programs and improving instruction.

Exempt from Record of Access (Log)

The following persons are not required to have their request for access to personally identifiable information recorded: parent of a student or eligible student; school officials (including teachers) who have been determined by the agency or institution to have legitimate education interests; persons having written consent of a parent; and persons acquiring directory information (FERPA, Reg. 99.32).

Conditions for Disclosure in Health and Safety Emergencies

Personally identifiable information from a student's education records may be disclosed to appropriate parties in connection with an emergency, if knowledge of the information is necessary to protect the health or safety of the student or other individuals (FERPA, Reg. 99.36).

Fees for Copies of Education Records

A fee may be charged for copies if that fee does not prevent the parents and eligible students from exercising their rights to inspect and review the records (FERPA, Reg. 99.8).

Disclosure to Federal and State Officials

Authorized federal and state officials may have access to student and other records related to the audit and evaluation of federally supported education programs or to the enforcement of or compliance with federal requirements for these programs (FERPA, Reg. 99.35).

SUMMARY

Permanent Records (Required)

1. Name and address of student
2. Name and address of parent(s) or guardian
3. Date of birth
4. Academic work completed
5. Level of achievement (e.g., grades, standardized test scores, grade level completed)
6. Immunization record
7. Attendance data

Cumulative Records (Recommended)

1. Access log
2. Health records (may be maintained separately)
3. Standardized test results less than 3 years old (e.g., intelligence, aptitude, interest or personality tests)
4. Educational and vocational plans
5. Record of extracurricular activities
6. Objective teacher evaluations/ reports
7. Reports of serious or recurrent behavior patterns
8. Parental authorizations or prohibitions

Special Education Record

A. Special education records:
   1. Access log
   2. Current referral forms
   3. Permission for evaluation
   4. Child study team report with accompanying evaluation data
   5. Individualized education program
   6. Permission for program placement

B. Other special education records as required

Directory Information

1. Name, address, telephone number of student
2. Date and place of birth
3. Major field of study
4. Participation in officially recognized activities and sports
5. Weight and height of members of athletic teams
6. Dates of attendance
7. Degrees and rewards received
8. The most recent previous education agency or institution attended by the student
9. Other similar information

Access	Parents, eligible students and persons and organizations designated under Access Rights	Parents, eligible students and persons and organizations designated under Access Rights	Parents, eligible students and persons and organizations designed under Access Rights	In accordance with school district policy by public notice
Transfer Records	Copy of permanent records will be sent to other school systems in compliance with FERPA	Cumulative records will be sent to other school systems in compliance with FERPA	Special education records will be sent to other school systems as part of education records	Not applicable
Security	Kept in fireproof file or vault in the school building	Locked storage	Locked storage	Not applicable
Maintenance	Information kept current and accurate	Periodically reviewed with outdated, information destroyed	Periodically reviewed with selected outdated information placed in a historical file	Information kept current and accurate
Destruction	**Never.** Maintained in perpetuity for every student who has been enrolled in the district or rural schools, in the county superintendent's office	Destroyed in accordance with board policy after the student graduates or permanently leaves the district	Destroyed 5 years from the end of the student's special education services or per parent request in 300.573.	Not applicable

APPENDIX F

School Day, Week, Year

APPENDIX F
(Adopted by Board of Public Education on 5/4/92)
(Effective: 1992-93 School Year)

SCHOOL YEAR AND SCHOOL WEEK

1) The school district shall schedule a school term of at least 180 days, Monday through Friday, in accordance with state law.

2) A Saturday may not count as an instructional day unless it is used as a make-up day when an emergency has closed the school during the regular school week. In such emergencies, approval for holding school on a Saturday must be obtained from the superintendent of public instruction except where an emergency is of one day's duration and is to be made up on Saturday of the same week, in which instance the district or county superintendent may approve the make-up day. (20-1-303 MCA)

STANDARD SCHOOL DAY

1) ". . .a school day of pupil instruction shall be at least 2 hours for kindergartens and all other preschool programs, unless a variance has been granted by the superintendent of public instruction in accordance with the policies of the board of public education, at least 4 hours for grades 1 through 3, and at least 6 hours for grades 4 through 12. The number of hours in any one school day for grades 4 through 12 may be reduced by one hour if the total number of hours in the school week is not less than 30 hours." (20-1-302 MCA)

a) Lunch time may **not** be counted toward meeting the standard school day nor total number of hours required within a school week;

b) ". . . unstructured recess periods may not be counted as part of the mandated six hours of pupil instruction for grades 4-12. However, recess periods, for which there has been an identifiable effort to provide guidance and structure and which are directly or indirectly under supervision of the certified teacher, may be counted as pupil instruction under 20-1-101(11) and 20-1-302 MCA."

c) Although passing time between classes may be counted toward meeting the standard school day and total number of hours required for a school week, passing time may not be counted as instructional time needed to meet the requirements of a "unit" of time. (Rules 10.55.903-906);

d) If a school week contains more than 30 hours of pupil instruction time, any one school day may be reduced by a maximum of one hour as long as the total number of pupil instruction hours in that week equals 30 or more. Therefore, if a school district chooses to run a three-day week due to holidays, vacation time or approved PIR days, early release time would not be acceptable because there are not 30 hours of "pupil instruction time."

APPENDIX G

Accreditation Procedures/ Applications/Forms

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

ANNUAL ACCREDITATION PROCESS CALENDAR

(Approximate Dates)

September	—	Schools receive Fall Report and Personnel Roster forms from OPI.
	—	On-site accreditation visits begin and continue throughout the school year (September-May).
October 10	—	Completed Fall Reports, Personnel Rosters and schedules must be sent to county superintendents.
October 15-March	—	OPI staff synthesizes and analyzes all accreditation information.
January 20	—	State Superintendent's Advisory Committee reviews possible advice/deficiency schools and recommends status to Superintendent.
February	—	Schools being considered for possible advice/deficiency status are notified and allowed time to make corrections.
February 20	—	OPI accreditation staff meet with Superintendent to finalize accreditation recommendations.
	—	Report is prepared for Board of Public Education.
March	—	State Superintendent reviews new information and makes final recommendations to Board of Public Education.
	—	Board of Public Education assigns final status to schools.
	—	OPI notifies schools of status and requires Deficiency and second year Advice schools to submit a plan of improvement by August 1.
May	—	State Superintendent recommends approval/denial of alternative standard(s) requests to Board of Public Education.
	—	Board of Public Education determines approval/denial of alternative standard(s) requests.
Ongoing	—	Accreditation standard changes are sent to all districts prior to their effective date.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

ADVICE STATUS CRITERIA

Purpose

The following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to be recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be recommended for an advice status.

Certification

1. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**first occurrence.**
2. Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Documentation of plan of intent must be provided—**same teacher—third occurrence.**
3. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**first occurrence.**

School Leadership

4. School does not employ, as required by state law, a District Superintendent—**first occurrence.**
5. School does not have the required minimum number of administrators—**second occurrence.**

School Program

6. Library services/guidance services/required programs are not provided—**first occurrence.**
7. School does not provide minimum educational programs or subjects are not available or offered to students—**first occurrence.**
8. Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**second occurrence.**

   Although annual application for 7-8 program approval is not required, districts receiving an advice status with note of this deviation may be required to re-apply for program approval to maintain 7-8 funding.

School Facilities

9. Facilities create safety and health hazards and inadequate learning conditions—**first occurrence.**

General

10. School has submitted incomplete or inaccurate reports—**first occurrence.**
11. Any continuing deviations have occurred for three ***consecutive*** years without note of progress or plan of intent has not been followed—**third occurrence.**
12. Approved alternative standard(s) has not been followed—**first occurrence**.

Should a school be recommended for advice a second or succeeding years, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

DEFICIENCY STATUS CRITERIA

Purpose

The following criteria will be used by the Accreditation Advisory Committee when determining the accreditation status to be recommended to the State Superintendent. A school receiving any ***one*** citation from the following criteria may be recommended for deficiency status.

Certification

1. Non-certified teachers/administrators are employed—**first occurrence.**
2. A school where more than 5 percent of its total instructional assignments are taught by misassigned staff. All teachers, counselors, librarians and school psychologists are given equal weight in considering misassignments—**second occurrence.**
3. Teachers are not assigned at the levels and/or in the subjects for which their certificates are endorsed. Documentation of plan of intent must be provided—**same teacher—fourth occurrence.**
4. Superintendents, principals, administrative assistants or administrative interns do not have proper endorsement and program of study for completion of administrative endorsement. Documentation of plan of intent must be provided—**second occurrence.**

School Leadership

5. School does not employ, as required by law, a District Superintendent—**second occurrence.**
6. School does not have the required minimum number of administrators—**third occurrence.**

School Program

7. Library services/guidance services/required programs are not provided—**second occurrence.**
8. School does not provide minimum educational programs or subjects are not available or offered to students—**second occurrence.**
9. Schools with 7-8 funding do not meet time requirements; guidance counselors and librarians are not endorsed and no program of study for completion of endorsement has been provided—**third occurrence.**

   Districts receiving a deficiency accreditation status with note of this deviation may be recommended to the Board of Public Education to rescind 7-8 funding.

School Facilities

10. Facilities create safety and health hazards and inadequate learning conditions—**second occurrence.**

General

11. School has not submitted required reports—**first occurrence.**
12. School has submitted incomplete or inaccurate reports—**second occurrence.**
13. Any continuing deviations have occurred for four ***consecutive*** years without note of progress or plan of intent has not been followed—**fourth occurrence.**
14. Approved alternative standard(s) has not been followed—**second occurrence.**

Should a school be recommended for deficiency status, the local school board must adopt and submit a school improvement plan to the Superintendent of Public Instruction by August 1 of the ensuing school year. This plan must show a systematic procedure for the correction of deviations noted. The school administrators and the chairperson of the board may be required to appear before the Board of Public Education.

Section 20-9-344, MCA, gives the Board of Public Education the authority to withhold distribution of state equalization aid when the district fails to submit required reports or maintain accredited status. Rules 10.67.102 and 10.67.103, ARM, establish the procedures and hearing schedules as adopted by the Board of Public Education.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

MIDDLE SCHOOL ACCREDITATION APPROVAL PROCESS

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

In approving a program of a school to meet accreditation Rule 10.55.902, the Office of Public Instruction (OPI) will use as a guide the following process:

1. Application from the school district must be received by the Office of Public Instruction, Accreditation Department, by ***March 1.*** Approval or provisional approval must be granted prior to incorporation of a middle school program. Materials to be reviewed shall include:

   a. completed application form
   b. class schedules
   c. curriculum guides

2. A committee of OPI personnel will be formed to review application materials.

   a. Evaluation of materials shall be made in accordance with the actual requirements of Rule 10.55.902.

3. The committee will make a recommendation of approval/denial to the Superintendent of Public Instruction.

4. Recommendations shall include three categories:

   a. Approval (total requirements are met)
   b. Denial (specific reasons for denial will be given)
   c. Provisional Approval (one year)

      1) Initial on-site visitation by OPI personnel will be established with the school district.
      2) A chairperson will be assigned from OPI personnel to continually work with the district throughout the year to provide assistance, inservice, and to help the school district personnel develop a middle school program that will meet all the requirements of Rule 10.55.902.
      3) OPI and the school district personnel will present their overviews of the middle school program to the Board of Public Education at the scheduled April/May meeting following the initial "provisional" approval.
      4) Following the April/May meeting of the Board of Public Education, the Office of Public Instruction will notify school districts of approval/denial of official middle school accreditation status.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-25-1

Application for Approval
Middle School Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

Program offerings for grades _____ to _____
for school year _____ - _____

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Rule 10.55.902 (Program) — Yes / No

1. Are the following subjects and specific content included within a balanced program?

	Yes	No
Visual Arts: art history, art criticism, aesthetic perception and production	☐	☐
English/Language Arts: literature, language study, reading, writing, listening and speaking	☐	☐
Health Enhancement	☐	☐
Social Studies	☐	☐
Mathematics: written and mental computation and problem solving	☐	☐
Music: general, instrumental and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception and music production)	☐	☐
Science: broad, basic science approach incorporating the physical and life science disciplines	☐	☐
Vocational/Practical Arts: (please specify) e.g., agriculture, business education, home economics, industrial arts and marketing (computer education, if previously approved)	☐	☐
Exploratory Courses: (please specify) e.g., creative writing, dance, drama, foreign language, photography	☐	☐

2.	Are cross-content and thinking skills incorporated into the school program?	☐	☐
3.	Are local learner goals (10.55.602.1h) developed for each required program area (10.55.902)?	☐	☐

Rule 10.55.709 (Librarian) — Yes / No

4.	Is the library housed in a central location?	☐	☐
5.	Is the librarian endorsed?	☐	☐

Name_____

6. Is the librarian assigned as follows:

A.	1 1/2 hours or 2 periods per day for schools with 100 or fewer middle school students, or	☐	☐
B.	3 hours or 3 periods per day for schools with 101 to 300 middle school students, or	☐	☐
C.	Full time for schools with 301 to 500 middle school students	☐	☐

Rule 10.55.710 (Guidance Counselor)

		Yes	No
7.	Does the guidance counselor have a guidance and counseling endorsement?	☐	☐
	Name_____		
8.	Are guidance and counseling services provided at the equivalent of one counselor per 400 middle school students?	☐	☐

Rule 10.55.710 (Guidance Counselor)

		Yes	No
9.	Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed?	☐	☐
10.	In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization?	☐	☐

11. Attach a proposed **master schedule** that indicates:

    A. Full names of teachers, librarians, counselors and administrator(s).

    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

12.	Curriculum guides are included for each program area.	☐	☐
13.	Total number of students served in grades seven and eight.		
18.	Total number of students served in grades _____ through six is		

19. Additional information or comments (if any questions were marked **NO**, please provide an explanation):

For further information, please refer to *Middle School Accreditation Approval Process*, Appendix G, page G4.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-25-1

Application for Approval
Seventh and Eighth Grade Program
Through Provisions of
Sections 20-9-311 and 20-9-312, MCA

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

Basic education program for grades 7 and 8 for school year 19___ - 19___

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Rule 10.55.903	**Rule 10.55.906(b)(c)**	**Yes**	**No**
1. English/Language Arts	One unit each year	☐	☐
2. Social Studies	One unit each year	☐	☐
3. Mathematics	One unit each year	☐	☐
4. Science	One unit each year	☐	☐
5. Health Enhancement	One-half unit each year	☐	☐
6. Music	One-half unit each year	☐	☐
7. Visual Arts	One-half unit each year	☐	☐
8. Vocational/Practical Arts (please specify)	One-half unit each year	☐	☐

Rule 10.55.906.1(b)(c) defines a unit . . .

Rule 10.55.709 (Librarian)	**Yes**	**No**
9. Is the librarian endorsed?	☐	☐
Name_____		
10. Is the library housed in a central location?	☐	☐
11. Is the librarian assigned as follows:		
A. 1 1/2 hours or 2 periods per day for schools with 100 or fewer seventh and eighth grade students, or	☐	☐
B. 3 hours or 3 periods per day for schools with 101 to 300 seventh and eighth grade students, or	☐	☐
C. Full time for schools with 301 to 500 seventh and eighth grade students.	☐	☐

Rule 10.55.710 (Guidance Counselor) — **Yes** **No**

12. Does the guidance counselor have a guidance and counseling endorsement? ☐ ☐
    Name(s)_____

13. Are guidance and counseling services provided at the equivalent of one counselor per 400 students? ☐ ☐

Rule 10.55.708 (Teaching Assignments) — **Yes** **No**

14. Are all teachers assigned at the levels and in the subjects for which their certificates are endorsed? ☐ ☐

Rule 10.55.713 (Teacher Load and Class Size) — **Yes** **No**

15. In addition to the school administrator, do you employ a sufficient number of FTEs to allow for varying instructional patterns including, but not limited to, teaming, core curriculum and departmentalization? ☐ ☐

16. Attach a proposed **master schedule** that indicates:

    A. Full names of teachers, librarians, counselors and administrator(s).

    B. Number and grade level of students in each subject for each period. Please indicate passing time and number of minutes per instructional period.

NOTE: Applications MUST include a proposed master schedule. If you anticipate staff changes and do not know new employee's name, please identify that teacher's, counselor's or librarian's position. Provide the name of the new employee as soon as that information is available. Please indicate passing time between classes and length of class period separately.

General

17. Total number of students served in grades seven and eight. ☐

18. Do the curriculum and related learner goals address the requirements of school program area standards? **Yes** ☐ **No** ☐

19. Additional information or comments (if any questions were marked NO please provide an explanation):

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

APPLICATION FOR APPROVAL
7-8 PRACTICAL ARTS PROGRAM
Computer Education Offering

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Purpose:

Computer education may be used as a practical arts offering in grades 7 and 8 as listed in Rule 10.55.902.5(h) and Rule 10.55.903.2(h) if approved by the Office of Public Instruction. Approval must be received from the Office of Public Instruction prior to incorporation into the school program.

Criteria:

The course content must meet the vocational education intent.

a. Topics that are consistent with this concept are keyboarding skills, word processing, use of data bases, spread sheets, and the use of the computer in any way to support further study of home economics, industrial arts, business education, marketing or agriculture.

b. Topics that are not consistent with this concept are computer literacy (i.e., history of computers, how computers work, etc.), computer programming or the student use of software which is supportive of other curriculum areas (e.g., mathematics, English, science, etc.).

1. Name of course:_____

2. Outline of the course (may attach additional pages):_____

_____

_____

_____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date

Authorized Signature	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

INITIAL KINDERGARTEN PROGRAM APPLICATION

(20-1-301, 20-1-302 and 20-7-117, MCA)
(ARM 10.65.201 and 202)

DUE DATE: June 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Purpose:

The trustees of an elementary district may establish and operate a kindergarten program in accordance with sections 20-1-301, 20-1-302 and 20-7-117, MCA.

Directions:

1. Submit the original and **two** copies of this application, a **curriculum guide** and **philosophy statement**, to the Superintendent of Public Instruction, Accreditation Department, Helena, Montana 59620.

2. Upon approval, one signed copy will be returned to the school district and one copy to the County Superintendent.

Criteria:

1. Additional ANB for calculating foundation program amounts may be available for the initial year of a kindergarten program. Application for additional ANB must be made by June 1 using form PAA-3.

2. The Board of Trustees of the district has passed a resolution for operating a kindergarten for the 19__-19__ school year. (A copy of the resolution is attached to each application form.) Yes____

3. A copy of the curriculum guide and philosophy statement have been included with this application. Yes____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
Printed Name/Superintendent (District or County)	Signature	Date

APPROVAL/DENIAL—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	Date
Authorized Signature		Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, MT 59620-2501

REQUEST FOR VARIANCE KINDERGARTEN PROGRAM
(20-1-302, MCA)

ıtion:

This form provides the Office of Public Instruction with the information necessary to approve a variance from the prescribed statutory schedule for kindergarten programs. (Sections 20-1-301 and 20-1-302, MCA; 10.65.201 and 202, ARM)

A variance is for a period of five years. Districts must apply for renewal of the variance.

DUE DATE: August 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

CERTIFICATION -- I hereby certify that the data reported on this form is complete to the best of my knowledge.

Printed Name of Board of Trustees Chairperson	Signature	Date

COUNTY SUPERINTENDENT -- I retained a record of this data and forwarded the original to O.P.I.

Printed Name of County Superintendent	Signature	Date

APPROVAL/DENIAL -- FOR OFFICE OF PUBLIC INSTRUCTION USE ONLY

Authorized Signature		Date	Date district must reapply for kindergarten variance approval (5 years):
	☐ Approval ☐ Denial		_____ (date)

I. -- Any variance from the prescribed statutory schedule must include the following conditions:

	YES	NO
A. Classes are scheduled for at least **360 hours** during the school year.	☐	☐
B. Instructional time for classes does not exceed four hours per day, though the daily period for which children are supervised may exceed four hours. **NOTE:** This often happens to accommodate morning and afternoon bus schedules. The additional time is allocated to rest breaks, recess, lunch, snack breaks, and supervised play time.	☐	☐
C. A **curriculum guide and philosophy statement** have been included with this application.	☐	☐

II. -- Description of Program for which Variance is Requested (may attach additional pages):

A. Kindergarten schedule by day, week, and semester:
(example: 9:00-11:30, MWF, 1st semester; 9:00-11:30, MWF, 2nd semester)

B. Reason for requesting variance:

OPI USE ONLY: By October 4, the Accreditation Division must supply the Central Services Division with a list of districts (with legal entity numbers) with approved kindergarten program variances.

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, P.O. Box 202501
Helena, Montana 59620-2501

ALTERNATIVE STANDARD(S) REQUEST
Rule 10.55.604

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Purpose:

Rule 10.55.604 (Alternative Standard) provides schools an opportunity to replace or modify any accreditation rule(s) (with the exception of certification or rules pertaining to law) in *Montana School Accreditation Standards* with a rule that has been developed to better meet the educational need of the school(s) or district involved. The intent of Rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems. **Application must be made through the Office of Public Instruction.** The Board of Public Education must approve an alternative standard(s) prior to its incorporation within the school program. Final approval/denial will be determined by the Board of Public Education at its April/May meeting. All schools will be notified by the Office of Public Instruction.

EXCEPTION: On an emergency basis only, applications for an alternative standard in the areas of distance learning or overloaded classrooms may be applied for no later than the first Monday in October. These alternatives will be approved/disapproved by the Board of Public Education at the next meeting. Refer to pages G14 and G16 for request form.

Approval Criteria:

The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will **equal or better** what is accomplished by the present minimum accreditation rule(s). Initial approval will be effective for a one-year period. The district may re-apply for a possible five-year approval. The Board of Public Education will determine final approval/denial at the scheduled April/May meeting.

Alternative Standard:

1. List the current accreditation rule(s) which will be replaced or modified with a proposed alternative, i.e., 10.55.705.1.d.

_____

_____

Provide a brief description of the current accreditation rule(s) and how you are presently meeting this rule(s).

_____

_____

_____

_____

_____

2. Explain the proposed alternative(s):

3. List at least one specific, measurable objective which clearly shows how your proposed alternative will **equal or better** what is presently being accomplished in your school(s) or district.

4. List how the above objective(s) will be evaluated.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ Denial	☐ 1 year ☐ 5 years	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, Montana 59620-2501

ALTERNATIVE STANDARD REQUEST
DISTANCE LEARNING
(Rules 10.55.604 and 10.55.907)

DUE DATE: March 1 or by first Monday in October
To: Office of Public Instruction
Accreditation Division

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

ATTENTION: Distance learning may be used as part of the instructional program (10.55.907, ARM). Local school districts must apply for an alternative standard to use distance learning programs. The school district must provide a separate application for **each** distance learning course. **Application must be made through the Office of Public Instruction.** On an emergency basis only, applications for an alternative standard in the area of distance learning may be applied for no later than the first Monday in October.

ATTACH A CURRICULUM GUIDE FOR EACH DISTANCE LEARNING COURSE.
If OPI has a current curriculum guide on file, this is unnecessary. Please check with the course provider or OPI if you have questions.

Course Title:_____

Grade Level:_____ Student Enrollment:_____

Anticipated Schedule of Course (by weeks, days and hours):_____

Local Responsible Official:_____ Phone No._____

1. Provide documentation outlining the need for the course; describe how course instruction will be delivered and how locally developed learner goals will be met:

_____
_____
_____
_____
_____

2. The course is offered by:
   - ____ Big Sky Telegraph, Dillon, MT
   - ____ EDUNET, Helena, MT
   - ____ Education Satellite Network, Columbia, MO
   - ____ Education Service District 101, Spokane, WA
   - ____ College of Great Falls Telcom, Great Falls, MT
   - ____ Oklahoma State University, Stillwater, OK
   - ____ SEMTEC, Miles City, MT
   - ____ TI-In Inc., Webster, TX
   - ____ Other:_____

3. The **teacher** of distance learning (Check one):

—is certified and appropriately endorsed in Montana (provide a copy of current teaching certificate). ☐
Name:_____ Folio No._____

—is eligible for certification in the sending state (documentation is required from the sending state's certification office). ☐
Name:_____

—is certifiable in resident state (documentation is required from the resident state's certification office). ☐
Name:_____

—is not certified or certifiable (the facilitator must be certified if the teacher of distance learning is not). ☐

—has had experience delivering distance learning instruction (provide a brief explanation). Yes ☐ No ☐

(over)

4. The **facilitator**:

☐ Holds teacher certification in Montana
☐ Holds teacher certification in another state
☐ Is not certified

Name:_____
Folio No._____ (Provide a copy of current teaching certificate.)

5. Describe in detail what preservice training and local supervision is being provided for on-site facilitators.

_____
_____
_____

6. Describe the facility location of the distance learning offering, verify that the classroom learning environment meets health and safety standards and provides effective access of students to instruction.

_____
_____
_____

7. How will the course content and success of instruction be measured, evaluated and recorded?

_____
_____
_____

8. How will the teacher and/or facilitator performance be evaluated?

_____
_____
_____

9. Why is the course not taught using on-site classroom instruction?

_____
_____
_____

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

FOR OPI USE ONLY

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction Authorized Signature	☐ Approval ☐ 1 year ☐ Denial ☐ 5 years	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chair Authorized Signature	☐ Approval ☐ 1 year ☐ Denial ☐ 5 years Renewal Date:	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, Montana 59620-2501

ALTERNATIVE STANDARD(S) REQUEST
CLASS SIZE AND TEACHER LOAD
Rules 10.55.604 and 10.55.711

DUE DATE: March 1 or by first Monday in October
To: Office of Public Instruction
Accreditation Department

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Purpose:

Rule 10.55.604 (Alternative Standard) provides schools an opportunity to replace or modify any accreditation rule(s) (with the exception of certification or rules pertaining to law) in *Montana School Accreditation Standards* with a rule that has been developed to better meet the educational need of the school(s) or district involved. The intent of Rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems. Rule 10.55.711 allows schools wishing to exceed class size and/or teacher loads to seek the approval of the Board of Public Education. The Board of Public Education must approve an alternative standard(s) prior to its incorporation within the school program.

Approval Criteria:

The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will **equal or better** what is accomplished by the present minimum accreditation rule(s). **Application must be made through the Office of Public Instruction.** Initial approval will be effective for a one-year period. The district may re-apply for a possible five-year approval. The Board of Public Education will determine final approval/denial at the scheduled April/May meeting. All schools will be notified by the Office of Public Instruction. On an emergency basis only, applications for an alternative standard in the area of overloaded classrooms and/or teacher loads may be applied for no later than the first Monday in October.

Alternative Standard—Class Size and Teacher Load:

1. Explain briefly why the school is requesting an alternative:

2. Explain your proposed alternative(s). Please note grade level(s) and number of students affected by this proposed alternative:

		Yes	No
a.	Does your proposed alternative allow students to progress at their own rate? (Schools may consider using nongraded classrooms.)	☐	☐
b.	Does the school district employ a teacher aide for the class which exceeds classroom load? Explain the type of duties and amount of time the instructional aide is assigned:	☐	☐
c.	Are other certified personnel who are endorsed in specialized K-12 areas assigned to instructional time with this class? What areas, i.e., music:	☐	☐

3. List at least one specific, measurable objective which clearly shows how your proposed alternative will **equal or better** what is presently being accomplished in your school(s) or district.

4. List how and when the above objective(s) will be evaluated.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction	☐ Approval ☐ 1 year ☐ Denial ☐ 5 years	Date

Authorized Signature	Date

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chairperson	☐ Approval ☐ 1 year ☐ Denial ☐ 5 years	Date

Nancy Keenan, Superintendent
Office of Public Instruction
Dept. of Accreditation and Curriculum Services
State Capitol, PO Box 202501
Helena, Montana 59620-2501

NOTICE OF DEFERRAL
Rule 10.55.601(4) (a) & (b)

DUE DATE: January 1-June 1
To: Office of Public Instruction
Department of Accreditation
and Curriculum Services

OPI USE ONLY

School Dist. Name:	**Legal Entity:**
School Name:	**School Code:**
County:	**County No.:**

Purpose:

Effective January 1, 1992, schools unable, for financial reasons, to meet the requirements of 10.55.705(1)(d), 10.55.712(2)(a) or 10.55.904(4)(h) may file an initial notice of deferral. Effective January 1, 1994, schools unable, for financial reasons, to meet the requirements of 10.55.709.(2), 10.55.710(2), 10.55.902(5)(j) or 10.55.903(2)(i) may file an initial notice of deferral. **Notice of Deferral(s) (10.55.601(4)(a) and (b) ARM) must be made through the Office of Public Instruction.** The initial filing of a Notice of Deferral will become effective for two school years.

NOTE: A subsequent Notice of Deferral for each standard already deferred will be reviewed by the Office of Public Instruction. A recommendation by the Office of Public Instruction for approval/denial will be made to the Board of Public Education.

Deferral Notice:

1. **Please check specific standard(s) to be deferred:**	**Period of deferral (school years) (two years maximum)**	**Check one:** I*	R**
☐ 10.55.712(2)(a) [K-2 (20) students (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐ 10.55.904(4)(h) [two units of second langage at high school level (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐ 10.55.705(1)(d) [2 FTE for schools with 551-1,050 students (Eff. 7/1/92)]	19___-19___ through 19___-19___		
☐ 10.55.709(2) [individual school library requirement (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐ 10.55.902(5)(j) [second language at middle school (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐ 10.55.903(2)(i) [second language at junior high and grades 7-8 budgeted at high school rates (Eff. 7/1/94)]	19___-19___ through 19___-19___		
☐ 10.55.710(2) [elementary counselor requirement (Eff. 7/1/94)]	19___-19___ through 19___-19___		

*(I) Initial Notice
**(R) Renewal Notice

2. Please provide individual statement(s) as to why each standard cannot be met and the efforts made by the school to meet each standard:

3. Provide a plan of action for your school to meet each standard in the future:

4. Provide a breakdown of the specific costs associated with each standard to be deferred. Include assumptions and the method used to derive these costs:

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chair	Signature	Date

Printed Name/Superintendent (District or County)	Signature	Date

Printed Name/County Superintendent (if no Dist. Supt.)	Signature	Date

FOR OPI USE ONLY

RENEWAL NOTICE
RECOMMENDATION—OFFICE OF PUBLIC INSTRUCTION

Superintendent of Public Instruction Authorized Signature	Date

Standard No.	Deferral Years	Approval/Denial		Standard No.	Deferral Years	Approval/Denial	
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

APPROVAL/DENIAL—BOARD OF PUBLIC EDUCATION

Chair Authorized Signature	Date

Standard No.	Deferral Years	Approval/Denial		Standard No.	Deferral Years	Approval/Denial	
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐